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ABSTRACT

The papers in this issue of "Studies in Language Learning" deal with various aspects of the recommendations of the "Report of the President's Commission on Foreign Languages and International Studies." They discuss how these recommendations could be made specific in schools, colleges, and among the citizenry. The following papers from the issue are presented: (1) "State Planning for Foreign Language and International Studies: The Illinois Model," by P. T. Griffith; (2) "Methodology for Teaching Intercultural Communication: Social Studies and Languages," by M. Lewinski; (3) "FLIP: French Language Intensive Program," by R. E. Degenhart and C. Bond; (4) "The Play's the Thing: The Use of Theatre in Language Learning," by H. Lederer; (5) "U.S. Suburban Middle Class Attitudes toward Foreign Language Learning," by J. Zamir; (6) "Languages, the Public, and the Media," by C. J. James; and (7) "Foreign Languages in the Market Place: Business German," by V. M. Coombs. (AMH)

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STUDIES IN LANGUAGE LEARNING

AN INTERDISCIPLINARY REVIEW OF LANGUAGE ACQUISITION,
LANGUAGE PEDAGOGY, STYLISTICS, AND LANGUAGE PLANNING.

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Special Issue on

FOREIGN LANGUAGES AND THE PUBLIC

EDITED BY
U. HENRY GERLACH

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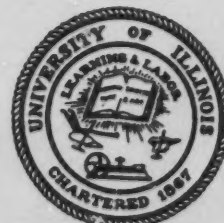
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PUBLICATION OF THE LANGUAGE LEARNING LABORATORY
UNIVERSITY OF ILLINOIS-AT URBANA-CHAMPAIGN

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STUDIES IN LANGUAGE LEARNING

AN INTERDISCIPLINARY REVIEW OF LANGUAGE ACQUISITION,
LANGUAGE PEDAGOGY, STYLISTICS, AND LANGUAGE PLANNING.

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Studies in Language Learning (SLL) is primarily concerned with applied linguistics, and specifically with language acquisition, language pedagogy, stylistics, and language planning. *SLL* gives preference to contributions which are of theoretical and/or methodological interest. *SLL* aims at developing an interdisciplinary cooperation between faculty and students working in language-related fields in humanities, social sciences, education, and other disciplines. In order to promote such interdepartmental exchange of ideas *SLL* has a number of editorial advisors representing various disciplines.

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CONTENTS

ARTICLES

U. HENRY GERLACH	<i>Preface</i>	2
PAUL T. GRIFFITH	<i>State Planning for Foreign Language and International Studies: The Illinois Model</i>	3
MARCEL LEWINSKI	<i>Methodology for Teaching Intercultural Communication: Social Studies and Languages</i>	10
LOIS H. SENKO	<i>Foreign Languages and International Studies: An Elementary Principal's Perspective</i>	17
R. ELAINE DEGENHART AND CAROL BOND	<i>FLIP: French Language Intensive Program</i>	21
WAYNE B. KRAFT	<i>Folk Dancing for Student Esprit and Departmental Visibility</i>	31
HERBERT LEDERER	<i>The Play's the Thing: The Use of Theatre in Language Learning</i>	35
JAN ZAMIR	<i>U.S. Suburban Middle Class Attitudes Toward Foreign Language Learning</i>	42
EUGENE F. TIMPE	<i>Tangible Benefits of Foreign Language Study</i>	78
CHARLES J. JAMES	<i>Languages, the Public, and the Media</i>	84
VIRGINIA M. COOMBS	<i>Foreign Languages in the Market Place: Business German</i>	91
EDWARD H. SCHMITT	<i>Foreign Languages in the International Market: A Businessman's View</i>	97
MARGARITA GARCIA	<i>Selling to the Hispanic Market in the U.S.A.: Linguistic Skills Pay Off</i>	99

PREFACE

The present issue of *Studies in Language Learning* was elicited by various stimuli which interacted to convince editor and contributors that it was time to look at the individual and groups of people who study, use, and benefit from languages other than their native tongue. As a company about to introduce a product undertakes a careful market analysis to determine consumer needs, attitudes, purchasing habits, etc. in order to steer production, advertising, and distribution to maximize profits, so foreign language educators ought to take periodic "market surveys" to be able to serve their public or publics in the most satisfactory manner. A survey of this type and the initial stimulus for this issue of *SLL* was the Report of the President's (Carter) Commission on Foreign Languages and International Studies.¹

Realizing that a) there are often large difficulties and time lapses between recommendations and their implementation and b) that changes in federal administrations could result in their being ignored, foreign language educators in some states forged ahead to secure within their jurisdiction for their students' benefit some of the new or reemphasized goals, programs, and curricular approaches. The Illinois Foreign Language Teachers Association devoted its 1980 annual meeting to the theme "From International Perspective to Illinois Focus", discussing how the general recommendations of the President's Commission could be made specific in schools, colleges, and among the citizenry of the state. The ideas and suggestions in the several papers from that conference, contained in this issue, as well as those in the contributions from teacher-scholars in other areas of the US can be adapted to local needs anywhere in the nation. Because of this belief they are offered to you here.

U. Henry Gerlach

¹Printed e.g. in *Foreign Language Annals*, 12 (1979), 457-464 in part. Full report available for \$3.00 from ACTFL Materials Center, 2 Park Ave., New York, NY 10016.

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STATE PLANNING FOR FOREIGN LANGUAGE
AND INTERNATIONAL STUDIES:
THE ILLINOIS MODEL

PAUL T. GRIFFITH
*Illinois State Board of Education
Springfield, Illinois*

FL013033

Studies in Language Learning (1981), 3, Pages 3-9.

In 1978, Illinois embarked on a comprehensive statewide program to improve and expand the teaching of foreign language and international studies in the schools of the state. This effort, launched by the State Board of Education with strong support from professional organizations and higher education, quickly won the backing of teachers, school administrators, parents, students, and many community groups. The model is serving as a basis for similar movements now under way in several other states, and it merits study as a possible plan of action elsewhere. It is the purpose of this paper to examine the Illinois experience and to suggest implications it might have for other states.

The Illinois initiative began with the realization by state educational leaders that substantive Federal support for foreign language and international studies of the kind recommended by the President's Commission might be a long time coming. Rather than wait for Congressional action, the decision was reached that the state should get started on its own. Given the climate being generated in 1978 by the media, teachers organizations, political leaders, and the impending appointment of the President's Commission, there seemed to be much that educators could do for themselves. This in fact proved to be true. The result has been a successful statewide program that has already achieved many of its major objectives and is still gaining momentum.

It is important to point out that as it has evolved, the Illinois thrust has remained sensitive to and compatible with the recommendations of the President's Commission and the directions set by the American Council on the Teaching of Foreign Language, the National Council for the Social Studies, and other leadership groups. In other words, the initiatives undertaken in Illinois are totally congruent with the developing national consensus on foreign language and international studies. The importance of this will be even more apparent as additional resources eventually become available, whether from the Federal or the private sector. Moreover, the necessary organizational strategies and coalitions will already be in place, permitting rapid response to funding opportunities as they do occur.

The first major step was taken in October 1978--the same month in which Jimmy Carter created the President's Commission--when the State Superintendent of Education appointed the Illinois Task Force on Foreign Language and International Studies. The Illinois Task Force was composed of twenty leaders representing parents, community interests, school administrators, and teachers of foreign language, social studies, bilingual education, and cross-cultural studies, kindergarten through university. Private and parochial institutions were represented as well as the public schools. The work of the Task Force was facilitated by consultants from the state office; and an Advisory Board of about seventy other persons was created by the Task Force to provide information and reactions as the report took shape. These advisors not only broadened considerably the perspectives of the Task Force members, but also helped intensify the impact of the report once it was released.

The "Report of the Illinois Task Force on Foreign Language and International Studies" was delivered to the State Superintendent in June 1979. This thirty-page document, which itself could serve as a model for task forces or advisory councils in other states, argues convincingly that all students,

beginning at an early age and continuing through high school and beyond, should have access to a well articulated, uninterrupted sequence of educational programs that foster global perspectives, an appreciation of different cultures and lifestyles, and the ability to communicate across cultural and linguistic boundaries. Besides citing national and personal interests that clamor for such programs, the Task Force presented sound evidence why the need was urgent specifically in Illinois, basing the argument on the ethnic origins of the state's inhabitants and the international interdependence of Illinois business, industry, agriculture, and labor. The Task Force called for a concerted statewide effort with the broadest possible interdisciplinary involvement, under strong state office leadership with heavy reliance on the resources of the professional organizations and higher education, as well as individuals and institutions in the community at large. To achieve these goals, the report provided an inventory of instructional formats and outlined a program of essential action steps.

By September of 1979, the state agency staff, in response to the instructions of the State Board of Education members, had developed the Task Force recommendations into the "Illinois Plan for Foreign Language and International Studies," and implementation had begun. The Illinois Plan provides for the completion of approximately fifty major activities over the five-year period 1980-1985. Five categories of activities are identified:

- A. State and Regional Advisory Councils
- B. Curriculum and Resource Development
- C. State Office Leadership
- D. Visibility and Advocacy
- E. Student-Oriented Activities

Implementation of activities is currently under way in all five categories and is on schedule. Copies of the complete plan are available. We will report here on major activities recently completed or currently in progress:

- A. State and Regional Advisory Councils: Five regional advisory councils have been named by the State Superintendent, one in each of the five administrative regions of the state. Each council is composed of eight to twelve members drawn from school administration, parent organizations, the student body, and the community (business, industry, agencies, ethnic groups, the media, and world affairs organizations, as well as the ranks of professional educators, kindergarten through university, parochial, private, and public. The regional advisory councils have each developed their own work plans and are implementing three types of activities in accordance with the charges assigned to them by the State Superintendent:
 - 1. advising the State Board members and staff on the implementation of the Illinois Plan;

2. identifying human and material resources (consultants, promising programs, instructional materials funding sources) that can be shared with local schools; and
3. conducting visibility and advocacy activities to increase public awareness and support for foreign language and international studies.

A State Advisory Council, composed of the regional chairs plus five members-at-large, have the following functions:

1. acting as an informational clearinghouse for the regional councils;
2. coordinating the activities of the regionals, eliminating duplication of efforts; and
3. making periodic reports to the State Board of Education.

This advisory structure is, in many respects, the successor to the Task Force; however, a considerable effort has been made to give it an even broader base. The involvement of students, community representatives, school administrators, and teachers of many disciplines has particularly been sought.

B. Curriculum and Resource Development: Among the activities in progress in this category are:

1. Cooperating Consultant Program: Sixty outside consultants have been identified and oriented by the state office to provide technical assistance to local schools in a variety of areas. These consultants include school administrators, grant writers, community resource persons, and teachers of foreign language, social studies, bilingual education, and cross-cultural studies, kindergarten through university. The services of these consultants are generally provided free of charge to the schools.
2. School Resource Sites: About forty schools widely dispersed around the state have agreed to develop foreign language and international studies programs of various kinds in collaboration with the state office and then to share their materials and expertise with other schools wishing to develop similar programs. These resource sites, all of which are at different developmental stages, draw heavily on the services of the cooperating consultants.
3. Planning Seminar Series: The State Board of Education has offered five three-day seminars for local school personnel to assist them in developing individualized plans to improve and expand their foreign language and international studies programs. Follow-up

consultative services are now being provided to the participating schools as they refine and implement their local plans. This has been the most popular staff and curriculum development activity to date, and most of the school resource sites have evolved from this planning activity.

4. Workshops for Teachers and Administrators: By the end of fiscal year 1981, approximately twenty workshops will have been conducted by the State Board of Education in cooperation with local schools, institutions of higher education, and professional organizations covering many issues: instructional materials, teaching strategies, resources, public information activities, and inservice techniques. Many of these workshops are organized in a trainer-of-trainer format, with the expectation that participants will replicate the program at the local-school or regional level. Administrators and guidance counselors are urged to attend as well as teachers.
- C. State Office Leadership: Under this category, the State Board of Education has formed the Illinois Task Force and facilitated its work; developed and implemented the "Illinois Plan for Foreign Language and International Studies," which includes all the activities previously mentioned; obtained a Federal grant to fund implementation of the plan; and adopted an official policy statement that provides that every student in Illinois schools should have the opportunity to pursue a well articulated, uninterrupted program of foreign language and international studies beginning at an early age and continuing through high school. That the highest educational policy-setting body in the state should adopt such a statement is indeed significant. Grant proposals are presently being developed that, if funded, will allow the state office to continue this level of leadership or even expand it.
- D. Visibility and Advocacy: A series of five awareness conferences held in various locations around the state has been completed. The cooperating consultants and the State Board staff are providing sessions at teachers institutes, professional organization meetings, teacher-training institutions, and meetings of civic organizations. The office has in production a slide-tape presentation, public service announcements for television and radio, and several brochures.
- E. Student-Oriented Activities: Activities for students are conducted jointly with professional organizations, institutions of higher education, and community groups. They include language and culture immersion weekends, intercultural arts festivals, simulated international and cross-cultural conferences, and a program of recognition for promising students of foreign language and international studies.

There, briefly, are the major activities under way in Illinois in support of foreign language and international studies. What lessons are contained in the Illinois success that might be useful to other states? The first lesson lies in the fact that in Illinois the state education agency assumed a strong leadership stance from the beginning. This was not an instance of a group of citizens developing a scheme autonomously, then trying

to approach the state office and seek its support. Bureaucracies are notoriously difficult to penetrate in such circumstances; it is virtually impossible for government agencies to lend their support to programs developed without their participation. In the case of Illinois, penetrating the bureaucracy was never a problem because the impetus began on the inside--inside the office of education, which reached out to educators and the community to involve them in the new thrust. From this stems much of the vigor and speed with which the program has developed in Illinois.

Secondly, the broad base of support cultivated in Illinois has moved the project along considerably. A richly interdisciplinary chord was struck as early as the Task Force itself--at first somewhat dissonant, but soon harmonious enough. This has since been enhanced by the involvement of greater proportions of administrators, parents, community representatives, and teachers of many subjects at every educational level. Now students also sit on each of the regional advisory councils; they participate in the trainer-of-trainer workshops, then return to their schools and conduct information sessions for their student councils. This profuse mixture of supporters has provided considerable vitality, a bounty of innovative approaches, and frankly just more sheer numbers of people talking about and doing something about the project than would have ever been the case had only the foreign language teachers or the social studies teachers tried to go it alone. Conclusion: coalition building seems to be an essential and early task in any effort to implement state programs for foreign language and international studies.

A third important lesson is that community resources are available for foreign language and international studies if the proponents will go after them. The Illinois project has received not only funding, but also staff time, technical assistance, and other in-kind services from almost all the state universities, from Federal and state government agencies, from professional organizations, from regional superintendents, from the regional Centers for Educational Improvement, and from business and industry. The Illinois experience strongly suggests that it is useful when seeking external resources to have a written plan that permits outsiders to see where they can fit in, what they might contribute--valuable additions that the original planners perhaps never allowed themselves even to dream possible. As examples, we might cite the coalition of world affairs agencies that is emerging in the Chicago area, the special courses and institutes developed by colleges and universities to complement the State Board's efforts in the schools, the many supportive activities undertaken by various professional organizations, and the National Seminar on the Implementation of International High Schools held at the University of Illinois in Urbana, November 30-December 2, 1980.

Future directions in Illinois will include major efforts by the state office to foster the development of several "schools for language and international studies," based on the models developed at the National Seminar in Urbana. Without letting up on existing programs, the State Board of Education will soon undertake the identification of four or five highly committed districts and will infuse whatever technical assistance it can to permit them to develop into language and international studies schools. This will be significant for education in Illinois; and it will provide a useful

and early field testing of the Urbana models. In a broader sense, it will demonstrate once more that excellent strides can result from a solid program of state planning for foreign language and international studies.

[Paul Griffith, author of the above article, is a member of the Illinois State Board of Education, which is the equivalent of the department of education or the office of public instruction in other states. In this capacity, Griffith works closely with schools, institutions of higher education, professional organizations, other departments of Illinois government, and state education agencies all over the nation. Griffith was the State Board liaison person and consultant to the Illinois Task Force on Foreign Language and International Studies and now has a major responsibility for implementing the recommendations of the Illinois Task Force.]

METHODOLOGY FOR TEACHING INTERCULTURAL COMMUNICATION:
SOCIAL STUDIES AND LANGUAGES

MARCEL LEWINSKI
*West Leyden High School
Northlake, Illinois*

FL013034

Studies in Language Learning (1981), 3, Pages 10-16.

Paul Simon (U.S. Congressman from Illinois) has said: "The need to strengthen foreign language and international studies is essential to a major industrialized nation functioning in an interrelated world."

The Illinois Task Force on Foreign Language and International Studies in its 1979 report listed the many beneficial outcomes of promoting foreign languages and international studies.

I believe we are all in general agreement with Rep. Simon and the findings of the Illinois Task Force, but the question remains: What is the best way to achieve these outcomes?

I answer that question as a classroom teacher. My background is that of a social studies teacher, but with the emphasis on teaching rather than on social studies. I ask myself what's best for my students not only as citizens of the United States but as citizens of the world. I welcome the efforts of the NCSS and the ACTFL to develop a closer working relationship between the social studies and foreign languages. To me the relationship is natural and should be encouraged. In my opinion the best way to achieve our goals is to create courses which integrate both social studies and foreign languages.

The goal should be for our students to come to a better understanding of people in general--of people in the particular area under study, of the American people, and of themselves. In this type of program, language should not be a separate subject to be mastered, but as only one aspect of a culture.

Let me give you an example: Here is a suggested experimental format for an area study. Within the social studies element of the program, emphasis would be placed on geography, customs, politics and government, and history. The language component, besides providing language instruction, should allow time for music, art, and literature. There is no need for a teacher to do it all alone. Add an art teacher or music teacher to the team. For example, an area study on Mexico could focus on the work of Diego Rivera. By examining Rivera's murals, students would not only gain an appreciation for a unique Mexican artform, but also gain a different historical perspective.

All of these cultural elements should be taught where most appropriate and effective, rather than as separate units. Foreign language newspapers and films, as well as TV programs should be employed to emphasize certain aspects of culture.

To sustain interest as well as serve as a reward for what would surely be a challenging course, special events should be planned for evenings and weekends. These might include such activities as:

1. a language immersion weekend at which students make a commitment to speak only the foreign language and featuring a modern film, regional dances, arts and crafts, etc.;

2. a pot luck dinner to which students would bring appropriate dishes; perhaps a book of recipes could be compiled for all participants;
3. an ethnic fair--students could dress in costume, decorate rooms appropriately and teach some aspect of the culture under study;
4. a seminar involving faculty and college students dealing with a book or concept with which all students are familiar;
5. putting on a play in a foreign language; and
6. ethnic field trips.

An ethnic field trip is easy to arrange in a large metropolitan area like Chicago. The National Council of Christians and Jews (203 N. Wabash Ave., Chicago, IL 60601, Phone: 236-9272) sponsors full day tours at very nominal fees. These include: (1) religions in Chicago; (2) Japanese in Chicago; (3) Chinese in Chicago; and (4) Hispanics in Chicago.

I have spoken so far only of experimental area studies that integrate language instruction and social studies. But what if such a course is just not possible in your school? Much can still be done within the traditional school structure to bring about intercultural cooperation. A good starting point is by studying culture. I would start by asking students what it means culturally to be an American. A provocative essay is Ralph Linton's "100% American" (The American Mercury, 40 (1937), 427-424) which graphically describes the many ties our nation has with other cultures, both ancient and modern. Have students think about the things they use everyday. Where did most of their food originate? Their eating utensils? Their language? What would our diet be like without pizza, tacos, blintzes, etc.? How about our music without Bach, Rachmaninoff, Vivaldi or even the Beatles or Blondie? Where are the roots of the American political system? Is there any purely American aspect to our culture?

It's important to involve both the social studies department and the foreign language faculty in this unit. It is important that students understand the concept of cultural diffusion or acculturation and realize that cultural borrowing is universal. Foreign language teachers, for example, can discuss with their students how the U.S. has influenced people in other countries as well as vice versa.

Social studies teachers can cite the enormous impact foreign cultures have had on the United States. Their contributions to art, music, literature, architecture, sports, politics and, of course, language should be discussed. As an introductory activity the teacher can make up a list of foreign words that are now part of the English language (see Appendix 1 of this paper). Put the original word in one column and ask students to guess the English word in the other column. Then review the answers and apply the lesson by looking at other contributions foreign cultures have made.

A related concept that is important is ethnocentrism. It is important for students to recognize ethnocentrism in others and their own ethnocentrism.

A device I use is the following news item:

Somewhere in Europe (UPI)--British girls, according to a survey released recently, have the loveliest legs in Europe.

Mr. Name Withheld, a 28 year old marketing executive, reported that a 20-man team checked the legs of 2,000 girls in European countries to test prospects for a new brand of legs cosmetics.

They rated the legs of British girls loveliest--"Almost ideal."

Scandinavian girls came second. Their legs are "petite but not skinny, with a fine texture and no skin blemish."

French girls drew praise for their "attractively athletic" legs, but the team found the legs of German girls "muscular and hairy."

As for Italians, perhaps because of too much pasta, their legs suffer from "not enough definition."

Explaining the raves for the legs of British girls, the report said: 'Generally speaking they have perfect proportions, delicate skin coloring and just that essential hint of muscle ripple at the calf when they move.'

Students are asked to guess the nationality of the 20 researchers. They soon recognize that the team was entirely British. How likely was it that they might have come to another decision? This is an obvious example of ethnocentrism in that by using ourselves as the standard of excellence, we are always bound to come out first. The point perhaps should be made that this is harmless ethnocentrism which simply leads us to prefer our own standards of taste.

From this, the teacher can digress to other more harmful examples of ethnocentrism. The concept can be related to the way the dominant group in American society views minority groups. Students must be made to recognize the difference between harmless ethnocentrism and ethnocentrism that can lead to the condemnation and even the persecution of others.

In our efforts to promote intercultural cooperation and languages we often overlook valuable resources within our schools and communities. Greatly underused resources are foreign exchange students and teachers. Various exchange programs presently send large numbers of Americans to study abroad and large numbers of foreign students to the United States. The largest is AFS International in New York (For listing see Appendix 2 of this paper).

Invite exchange students to your school, not just for one "show and tell" session, but ideally on a weekly or monthly basis. Rather than having the students prepare formal presentations, the exchange students should be able to join your class in a planned activity which might cover some aspect of their culture and life. The key is to have your pupils and the exchange students interact in an informal basis rather than the usual stiff and unnatural formal basis.

Don't overlook returnees either. An American student who has studied abroad can give insights and perspectives on both America and a foreign culture as no teacher can. Not only should they be questioned about their experiences, but about their feelings. What differences did they notice while living abroad? What did their hosts think about the American people and government? Ask the students how important they now feel study of foreign languages is. Their answers while not surprising to us, may have a great impact on their student audiences.

Amity Institute (Box 118, Del Mar, CA 92014) is one of several programs that send foreign teachers to the U.S. to help in language instruction. The aides spend three months in a host school. Most of the aides are only a few years older than the students and there is a natural rapport. They are an obvious asset to language instruction. But as a social studies teacher I have gained enormously from these aides. I have had them sit in my history or government class and accompany my classes on field trips.

Other neglected resources are foreign born students within your own school. How are you using your foreign born students? Why not schedule, for example, a panel discussion by Latino students. Let them compare their lives here with their lives in their native countries. What differences do they notice and more importantly what similarities? While travelogue-type presentations are valuable, the emphasis should be on families, recreation, diet, housing, etc. Even within a traditional classroom, teachers should take advantage of the language expertise of these students and use them for tutoring students who need help in foreign language or to aid students whose understanding of English is poor. Foreign born students can provide interesting insights on their culture and that of the United States. An indication of just how well this can work recently took place in a U.S. history class I was teaching.

We were discussing an essay by Arthur Schlesinger, Sr. entitled, "What Then is the American, This New Man?" One of my students is from Argentina. His comments were eye-opening for many of his classmates. He agreed, for example, with Schlesinger's observation that Americans play games not for fun, but to win, and that we attend social gatherings grimly determined to have a good time. The student's comparison of Argentine parties vs. American parties may have caused some of his classmates to reevaluate their get-togethers. Isn't that exactly what we are aiming for when we speak of intercultural cooperation?

To sum up, there are many ways we can promote intercultural cooperation and foreign languages. Let's not look at our subject areas as separate, narrow disciplines.

Our goals should be the same--the education of world-minded young people who recognize that we are truly a global society. As Harold Taylor has written in The World as a Teacher, "in the modern world, there are no foreign problems, but only human problems shared by all societies." A better understanding of language and culture is a step in solving these problems.

APPENDIX 1

What American words have come from the following Spanish words?

cacao

tabaco

huracán

vainilla

canoa

estampida

maíz

desesperado

lazo

¿sabe?

la reata

el lagarto

cañón

hamaca

quina

patata

tomate

vaquero

mesteño

APPENDIX 2

Major Nonprofit Student Exchange Organizations in the U.S.

AFS International/Intercultural Programs
313 East 43rd Street
New York, NY 10017
(212) 661-4550

The Experiment in International Living
80 Kipling Road
Brattleboro, VT 05301
(802) 257-7751

People-to-People International
2440 Pershing Road, Suite G30
Kansas City, Mo 64108
(816) 421-6343

Rotary International, Service Division
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Evanston, IL 60201
(312) 328-0100

Sister Cities International
1625 Eye Street, N.W.
Suite 424-26
Washington, DC 20006
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Washington, DC 20016
(202) 966-6808

FOREIGN LANGUAGES AND INTERNATIONAL STUDIES:
AN ELEMENTARY PRINCIPAL'S PERSPECTIVE

LOIS H. SENKO
Turner Language Academy
Chicago, Illinois

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Why do we need foreign language and international studies? What are the benefits of knowing a foreign language and learning about the culture of the countries where it is spoken? Answers to these questions often given are that the learning of languages and cultures:

1. enhances career opportunities, which enables one to participate more intelligently and actively in the world economy;
2. fosters a greater understanding of ethnic groups and different lifestyles. One will function more effectively in cross-cultural situations. The values of American cultural pluralism will be clarified;
3. develops a healthy mistrust of stereotypes and generalizations;
4. provides more options for profitable use of leisure time; This adds to the pleasures and convenience of traveling in foreign countries; provides for the reading of world literature and having firsthand access to foreign press coverage, thus gaining an understanding of how citizens of other nations perceive us; and
5. provides for the transfer of language learning to other subject areas, thus, improving our basic communication skills in English and in the learning of additional languages.

While all of these are excellent reasons for language and cultural studies, the most important reason is the development of individuals with vital global perspectives, who will make informed decisions regarding our nation's irreversible international involvement--of utmost importance in this nuclear age. Communicating in many languages undergirds the philosophy of the Turner Language Academy.

The Turner Language Academy was one of the four language centers opened in September 1979 on the south side of Chicago under a Program Options plan. The program permits children to learn a second language, beginning in the elementary school. Students can receive up to eight years of foreign language instruction, on a daily basis, in the language of their choice. High school language centers continue the language instruction of the elementary program.

The students at Turner are transported from other schools throughout the city. Turner does not have a local school community in the traditional sense of the word. Students range in age from seven through thirteen years and receive instruction in the primary, intermediate and upper cycles in the Continuous Progress Program. The school is desegregated with 75% of the students being minority and 25% nonminority. Every classroom is integrated. Students are admitted according to the following criteria:

1. Score at grade level or above on the IOWA Test of Basic Skills in Reading Comprehension and Math Problem Solving.

2. Sign a homework and a dress code pledge with the parent's approval and cooperation.
3. Be recommended by the home school principal and teacher.

The students are highly motivated traditional learners. On the 5/80 IOWA Test of Basic Skills they scored above the National Average at each age cycle.

	<u>A/C 7</u>	<u>A/C 8</u>	<u>9</u>	<u>10</u>	<u>11</u>
National Average	2.8	3.8	4.8	5.8	6.8
Turner Language Academy	4.3	4.9	5.7	7.5	7.6

The optimum age for beginning language learning is reached somewhere between the primary and the intermediate programs. At Turner, there is an intensive approach to language learning. Each child participates in a thirty minute "pull out" language class each day. French, German, Polish and Spanish are taught at Turner by two language teachers. A tutor was assigned to the program for a short time last year. An Integrated approach to second language learning interfaces the foreign language curriculum with the regular elementary school program of instruction. Foreign words and phrases and their English counterparts are posted throughout the school. The music program is enriched when the children learn the songs of the countries where the four languages are spoken. The dances of these same countries are taught by the physical education teacher during the regular gym program. The culture of the countries, which is linked with the taught languages, is emphasized in the social studies and the language arts programs.

The communication activities and the fine arts are given expression through assembly programs during the school year. An annual International Festival held in May highlights ethnic foods prepared by parents and teachers, an assembly program of songs, dances and speaking in the four languages and room displays depicting the culture of the related countries. Visiting dignitaries from the various consulates are invited to attend as well as parents, friends and Board of Education personnel. The smells, the sights and the sounds, indeed, make it a memorable day.

The Turner faculty was selected by an interviewing committee composed of two principals, District Curriculum Coordinator, Department of Foreign Languages consultant, Department of Personnel counselor and the District Education Council president. Since initial language learning is a matter of habit formation, the imitation of a good model--the teacher--is highly important. All the division teachers have completed academic work in a foreign language. The language teachers have teaching endorsements in French, German, Polish, Spanish and can communicate in Italian, Rumanian, Russian, Chinese and Latin. Auxiliary services include a librarian, half-time guidance counselor, half-time physical education teacher, half-time music teacher, itinerant speech teacher and an itinerant teacher-nurse. Teachers hold articulation and planning meetings daily regarding interfacing of languages in the academic program.

Turner's parents organized as a PTA-Council in November 1979 and are working together as an integrated group for the betterment of the school. They represent every socio-economic class from the professional to the blue-collared to the unemployed. Parents have volunteered their time in the classrooms, library, accompanied field trips, prepared ethnic foods, arranged for a live animal program from Lincoln Park Zoo to visit Turner. Future plans call for establishing a foreign language program for parents, which will enable them to work more effectively with their children in the study of languages.

Turner's future includes plans for a kindergarten through the eighth year program. Research shows that a child learns a foreign language easier in his tender years. Young children have a unique set of language acquisition abilities and attitudes regarding language learning that are shaped at an early age. Articulation of the elementary program with the high school program will provide thirteen years of instruction in a foreign language, thus providing competency in the language.

Turner's future includes the provision for more in-service opportunities for teachers such as visiting classes in other language schools and participating in an international teacher exchange program. Foreign language classes for all teachers will enable partial and total immersion programs in the languages taught.

Turner's future includes the provision for an exploratory program for students. Students will be exposed to three or four languages and cultures for a period of weeks in a year-long program. The student then will have a basis for selecting a particular language for further study.

Turner's future provides for an individual study program. A foreign language laboratory with its tapes, records, cassettes and other audio-visual aids will provide students with language programs and models of competent language speakers. A student could truly progress at his own rate. Turner's future also provides for a foreign student exchange program.

We share one world and we are preparing our students for a fast changing global world. Learning a language is really a survival skill. We must accept the ethic of intergenerational responsibility for those who come after us. The Turner goal is student and staff competency in foreign languages.

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FLIP: FRENCH LANGUAGE INTENSIVE PROGRAM

R. ELAINE DEGENHART
CAROL BOND
*University High School
University of Illinois
Urbana, Illinois*

FL013035

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Introduction

Foreign language educators are painfully aware of the sharp decline in school enrollments and shrinking school budgets. Foreign languages are high on the list of casualties when course offerings are curtailed. New ways must be sought not only to make these courses more appealing to students, but also to make them more economically and educationally sound for school districts.

In this paper we describe the "status of foreign language teaching" and present a brief review of some intensive and immersion models, followed by a rationale for the French Language Intensive Program (FLIP) model developed at the University of Illinois at Urbana-Champaign. The paper concludes with a description of the class as it was planned and taught the first year (1979-1980), which may serve as a guide for educators who are contemplating a similar intensive language class.

Status of Foreign Language Teaching

The recent Census of Secondary School Course Offerings, Enrollments and Co-curricular Activities, conducted by the Illinois State Board of Education with the Illinois Association for Supervision and Curriculum Development, revealed some very interesting statistics on foreign language education in that state. (McCarthy, 1979.) Prior to this Census, educators were watching the downward trend in these course offerings, trying to assess the actual state of enrollments. Some observers estimated that almost one-third of the high school districts in the state of Illinois offered NO foreign language at all!

It is true that almost one-half of the state's high schools are in small rural communities, and these schools are the most likely to limit course offerings. However, these districts include only eighteen percent of the state's total high school enrollments. In actuality, ninety-eight percent of the high school students in Illinois attend schools that offer some foreign language courses.

The shocking statistic is that only twenty-three percent of these students take advantage of this opportunity. When you consider a school of less than five hundred students, even twenty-three percent of the student population does not justify a full-scale program. But twenty-three percent is a state-wide average. Schools with fewer than five hundred students actually average between eleven percent and fourteen percent enrollment in foreign language classes. When cuts have to be made the low enrollment classes are the most likely to suffer.

In almost every district, these courses are elective subjects; that is, they are not required for graduation. Unlike some states, Illinois does not require school districts to offer foreign languages for accreditation. When ranked with other elective subjects, foreign languages placed seventh in total enrollment, behind such subjects as music, home economics, business, and industrial arts. Personal observation of several districts in central Illinois gives an indication of what is probably happening state-wide. One small rural school recently eliminated French from its curriculum. They now only teach two years of Spanish, although they had at one time taught three years of both languages. Another small school that used to teach three years of French now teaches only French I and II -- in alternating years. A larger school district, which still teaches three languages,

has eliminated the advanced classes for the two less popular languages. One small school, faced with three unsuccessful tax referenda, was prepared to eliminate their only foreign language entirely.

These figures represent only the state of Illinois. However, the recently published report on the President's Commission on Foreign Language and International Studies, entitled "Strength Through Wisdom," shows similar figures for the nation as a whole. (Perkins, 1979). This study reports an enrollment of only fifteen percent of the nation's secondary school students in foreign languages (p.6). It is primarily the small, rural schools in thinly populated districts that find themselves unable to provide a good solid program. And it is to this population that the French Language Intensive Program (FLIP) specifically addresses itself.

The Foreign Language Intensive Program is a centrally located foreign language center designed to include students from high schools within a twenty-mile radius. It offers a full year of intensive language study for seniors, allowing them to complete two years in one.

The idea of a foreign language center is not unique to this program. R. Baird Shuman wrote of a proposal for a special language high school, similar to the New York City Fine Arts High School, which was presented to Mayor Lindsay by the members of the professional organizations of New York (Shuman, 1971). Although the city did not establish such a school, this proposal was the basis for successful language immersion projects in Wilmette, Ill. (McGowan, 1972) and Commack, N. Y. (Degenhart, 1977). In these programs, students with one or two years of a foreign language could choose to study some or all of their content subjects in that language. In Commack these classes were often interspersed with other courses taught in English. Both projects were intended as pilot programs with the hope that the respective areas would establish language centers. The centers never materialized, unfortunately, but the Commack program is still thriving within its own district.

Intensive study of foreign languages in a secondary school setting is not new either. Bainbridge, Ohio, has a successful intensive language program conducted as part of the regular school curriculum (Wattenmaker, 1979). This program is a semester-long intensive course, meeting two-and-a-half hours a day and culminating in a three week stay in the country whose language is being studied. The course is offered to intermediate students who have studied at least one year of the language.

After carefully considering the various characteristics of existing programs, and weighing the practical needs of the target districts, an experimental center was established at the University High School under the auspices of the University of Illinois Curriculum Laboratory. This center differs from similar programs in several significant ways: the age of the students (seniors only), the level of language instruction (elementary level), the total length of the program (a full academic year), and the location of the class.

A great deal has been written about the optimum age to begin foreign language study. Most of these studies suggest that language study should begin as early as possible to be really effective. However John Carroll's report on the study undertaken by the International Association for the Evaluation of Educational

Achievement (IEA) states that "the age of starting study of a foreign language makes very little difference in the eventual level of proficiency attained....if anything, it appears that students who start relatively late, rather than earlier, learn somewhat faster (Carroll, 1975, p. 276)." It should be noted, however, that these findings refer to classroom language learning, not to second language learning in a bilingual or foreign environment.

Armed with this reassurance, our course was limited to seniors for three primary reasons. First, studies of intensive programs in general have shown that maturity and motivation are among the most significant factors in predicting success (i.e., Jakobovits, 1970, p. 235; Powell, 1976, pp. 14-15; Shuman, 1971, p. 23). Second, if a small rural school is unable to offer continuing foreign language study for college-bound students, it is best to minimize the gap between high school and university courses. Third, in many high schools today, students have often completed the required courses for graduation by their senior year and need to add only a few elective credits. Some of them attend classes for only half of the school day and work or participate in work-study programs in the afternoons. This makes scheduling of a large time block for an intensive course more feasible.

Most intensive programs for young people require a basic knowledge of the language. In order to accomplish its goal of offering an alternative to NO foreign language study in high school, FLIP must start from zero. Our fears of boredom in the long class periods during the early weeks, when vocabulary and grammar are minimal, proved unfounded. In fact, the instructor, Mrs. Carol Bond, found the students in the intensive course needed less formal drill than those in the regular classes and were actually communicating in relatively complex and lengthy discourse by the end of the first month. During the simplified retelling of the children's story, "The Three Bears" (for listening comprehension), one of the students confused the details of the story with "Little Red Riding Hood." Another proceeded to tell that story -- in French -- to show the difference!

The class is located away from the school setting to allow cultural immersion, flexibility, and an identity that is not predominantly associated with any one participating school.

Finally, this program differs most significantly from similar experiences in timing and duration. It is not an intensive immersion weekend. It is not a concentrated summer session or camp. It is not a one-to-three month interim school program. No other program that we have investigated has continued an intensive academic course for a full school year with this age group. We were watchful for effects from the prolonged intensity, especially a drop in achievement or lagging motivation and interest. However, in interviews with the students near the end of the spring semester, we discovered that, except for a slight touch of "senioritis", the enthusiasm of the students was still high.

In the early fall the Pimsleur Aptitude Test was administered to the two students who had not already taken it. Although most of the aptitude scores were high, one student placed in the sixth stanine. When the Pimsleur Achievement Test was given after the first semester, however, all of these students placed in the eighth or ninth stanine. In May, the University of Illinois Placement Exam was administered to determine at what level these students would continue their French studies at the university. Two students were recommended to begin in the first semester course, although one of these scores was high enough to make the second

semester class an option. On the other hand, two students proficiencied the elementary and intermediate courses at the university and were recommended to enroll in French courses beyond the fourth semester level. The two remaining students were placed in the fourth semester French course. These results are very encouraging, since one year of high school language study is usually equal to a single semester of study at the university.

In addition to the aptitude and achievement tests, the students also answered the Foreign Language Attitude Questionnaire, available through the Northeast Conference on Teaching of Foreign Languages, and were interviewed individually concerning their motivations, opinions, possible plateau periods, and, in general, their feelings about intensive study. They were all enthusiastic about the course and felt the time went very quickly. Two students mentioned that the variety of activities and the energy of the teacher were essential components of a course of this type. They recognized the importance of the planning and perceptive versatility of the teacher.

FLIP in ACTION: A DESCRIPTION OF THE FIRST YEAR

There were three boys and three girls in the class the first year it was taught (1979-80). All were seniors, but from very different backgrounds: three were students at University High School (Uni High), the laboratory school of the University of Illinois, with an academically gifted student population; one attended a large public high school in Urbana; and two were from Villa Grove High School, a small high school located in a rural area eighteen miles south of Urbana. All earned A's and B's in the course, although one was definitely not an able language learner. All had had some previous experience in studying a foreign language, ranging from one year of Spanish to four years of Russian. Despite the differences in their backgrounds, the students became quite a close-knit group. In fact, the opportunity to meet students from other schools was viewed as a very real benefit by the class members. Their discovery of how "the other half" lives, was fascinating to observe. For example, since seniors at Uni High are a year or two younger than the average, two of them had not yet obtained their driver's licenses in the fall of 1979. This was a startling revelation to the Villa Grove students, one of whom observed: "Why, in Villa Grove, by the time you're a junior, you've already had two accidents!"

The class met apart from the regular school environment in a large, sunny room in a church two blocks from Uni High. The intent was to create a special atmosphere away from school bells and English-speaking pals, and also to develop an esprit de corps: "This is a special class, and we have a special place." The room had no standard classroom furniture, except a small blackboard. Much of the class was conducted around a large table, but there also were easy chairs, sofas, a stereo, a fireplace, and even French windows! At one end of the room there was a large open area that was used for games, skits, filmstrips, and independent study. The language lab was primitive, but comfortable: a tape recorder, a small table, and some easy chairs. The class had access to kitchen facilities in the church, and from time to time prepared a variety of traditional French dishes.

A pleasant classroom is certainly a plus, but the key to the success of an intensive language program is thorough and thoughtful advanced planning. The most experienced teacher would find it impossible to "wing it" through this class. In

order to maintain the interest of the students for three class hours a day, there was a need for considerable variety in activities, pace, and mood. The teacher (Bond) worked half-time for one summer and a portion of two school years to organize existing resources and to develop new materials to use in the course. For each chapter, a file folder containing quizzes, review sheets, games, poems, stories, cartoons, conversational materials, suggested audio-visual resources, bulletin board materials, and vocabulary lists, was compiled. These were, of course, modified and supplemented throughout the year.

Lesson plans were generally devised in terms of 15-minutes for a quiz to thirty for a filmstrip. And of course, if an activity was particularly successful -- if, for example, a spontaneous debate arose on whether or not the United States should boycott the Olympics, as happened on one occasion--the lesson plan was adjusted in order to allow the successful activity to continue.

A typical day incorporated, for example, many of the following activities:

- A review of the previous day's work, and probably a quiz.
- Correction of written homework exercises and practice of oral drills.
- Presentation and practice of a new grammatical structure or verb.
- A lab session.
- Two or three verbal communication activities, both directed and spontaneous.
- A story, poem, or cultural selection to read, or a filmstrip.
- Vocabulary and pronunciation drills.
- A game: "Buzz" to review numbers, for example, or "Who Am I?"
- A cultural presentation, or discussion of current events, such as the French reaction to the Soviet invasion of Afghanistan.
- A 15-minute break.

During the daily break, students were on their own. They were not required to use French, though some occasionally did. A selection of picture books, comic books, magazines, travel books, easy readers, and records was available for their use. The most popular break activity, however, was one that was generated by the students themselves: they worked together on jigsaw puzzles depicting French scenes.

The cultural focus of the course was on the French-speaking World, including Quebec, Tahiti, Switzerland, and African nations such as the Ivory Coast and Senegal, as well as continental France. This focus was largely the result of the organization of the text series used: French for Mastery (Valette and Valette). Text presentations of cultural topics were expanded, and related filmstrips, books, travel brochures, and bulletin board displays were provided. Current newspaper and magazine articles on French-speaking areas of the world were used as a basis for discussions. Within the first few weeks of class, for example, headline stories included a devastating hurricane in Martinique, and a deposed ruler in the

Central African Empire. On one occasion, a young French tourist visited the class, and the students were fascinated to hear his perceptions of the U.S.--- for example, the unheard-of convenience of all-night supermarkets. Future plans are to invite native speakers from the university and the community to visit the class and talk with the students.

From the first day of class, every effort was made to use as much French as possible. The percentage of French used in the classroom rose steadily throughout the year, and reached 90 to 95% by the end of the third quarter. The progress of the whole group was somewhat impeded by one student's steadfast resistance to verbal communication. Nevertheless, most of the students achieved a respectable degree of fluency and facility with the spoken language. Two of the students reported in early December that they were speaking French extensively outside of class to annoy their friends!

The quality of the students' accents and the accuracy of their pronunciation varied from "near-native" to "bordering-on-awful-but-improving." It was felt that this variation would probably have existed among these same students in any conventional language class as well.

In early weeks, the aim of verbal communication activities was to create situations in which it was natural and easy for the students to speak the language. There were, of course, drills and questions based on text materials, but these were regularly supplemented with both structured and unstructured verbal communication activities which became progressively more challenging throughout the year. These included, to cite just a few examples, the following:

- Chain drills, which require the students to make a personalized response to a question, such as "How old are you?", and then to ask the same question of the next student.
- Games, such as a form of charades, in which a student pantomimes an action, say "swim," and classmates guess by asking, "Are you swimming?" and so forth.
- Skits, role-playing, story-telling, impromptu speeches, and show-and-tell.
- Picture descriptions.
- Dialogue variations, in which students recite a text dialogue, substituting words at will, to create a whole new, often hilarious dialogue.

Perhaps more importantly, however, were the opportunities provided for real-life use of the language in the form of truly personalized communication. In other words, students were encouraged to talk about themselves: their families, their friends, their pets, the things they like and the things they don't like, their responses to things that happen in their world, and what they do for fun. Every class session included ample time for spontaneous, personal use of the language, and it was during this time that students got to know each other very well. They learned, for example, who was involved in Youth in Government, who enjoyed square dancing, who played the piano, whose brother's house burned down, whose sister just had a baby, who once lived in Pittsburgh, who once spent a night in

jail, and who had a collection of "petrified" oranges.

There was a natural tendency for the instructor to slant the conversation towards students and events at her own school. To assure that the three non-Uni High students did not feel like outsiders, a concerted effort was made to learn about the other two schools and about the town of Villa Grove. And so, the Villa Grove homecoming game and dance were subjects of class discussion, as was the engagement announcement of a Villa Grove teacher.

In the early weeks of the class, it was difficult to coax these older students to restrict themselves to things they knew how to say. They were frustrated by their limited vocabulary and knowledge of verb tenses and syntax. As a result, the future and passee compose verb tenses were introduced when the class needed them, well in advance of the text presentations; and vocabulary words were routinely supplied as needed.

Students in the intensive class seemed to require less drill work than students in regular classes in order to master grammatical concepts, and they seemed to assimilate new grammatical structures more quickly into their active verbal and written expression. This may have been because of their maturity, or because of the extensive daily contact with the language. When textbook exercises were not sufficiently challenging, supplementary grammar exercises were devised to provide students opportunities to work with the concepts at a more difficult level.

One of the surprising results of this course was the ease with which this group acquired reading skills, as illustrated by their first-rate performance on the reading portion of the Pimsleur Achievement test. Reading selections were used throughout the program, of course, but the class' progress in reading seemed extraordinarily rapid. Midway through the second semester, students were able to sight-read some materials normally incorporated into a third-year course. This may have been because their English vocabulary was more advanced than that of the typical first or second-year language learner. Cognates are, after all, helpful aids to reading only if a student is already familiar with the corresponding English words. When the University of Illinois placement exam was administered in May, four of the students in the intensive class placed beyond the third-year level in reading skills, and two of these placed beyond the fourth year.

One of the questions most frequently asked by prospective students is: If this course covers two years of French in one year, is there twice as much homework? Indeed there is not, because many of the typical homework activities were completed during classtime. Students reported that they spent from ten to thirty minutes a night on homework assignments, and that they had no difficulty keeping up with the work. A problem did arise, however, when a student was absent for more than a day or two at a time, for make-up work piled up quickly. The students who came from out-of-town were not available for extra help or make-up work outside of class time, so it was occasionally necessary to give the others an independent reading assignment to allow the teacher to work with the returning student. Fortunately the winter was a fairly mild one in our area, and students from the one outlying school were snowed in only once. But conceivably, a severe winter could radically disrupt a carefully planned schedule. In that case, so-called supplementary activities would probably be shelved, and there would be a heavy concentration of textbook work for a day or two to make up for lost time.

On the whole, the students seemed to enjoy the class, and found it worthwhile. They took pride in their achievements, and in their progress. They were always eager to try new things. The students exhibited no major letdowns, although their enthusiasm flagged from time to time, especially when required to review extensively; and language lab was definitely not a favorite item! A cooking project, a game, or a film pepped them up when the routine began to get tedious.

Teaching the class was a pleasure: it was fun, it was rewarding, and it was not nearly the strain it had been anticipated to be. This was in part because the class was composed of mature, generally well-motivated students: but it was predominately because of the careful advanced planning, which provided a continuous flow of resources and ideas as the year progressed. Although this class was small, the program would almost certainly be effective with as many as fifteen students in the class: and of course, the FLIP model is applicable to any modern language. This would, for example, be an excellent format for teaching the so-called "uncommonly taught" languages, such as Chinese, Japanese, or Arabic. Even large school systems may not have the resources available to support a program in these important languages. But several systems could jointly sponsor a language learning center to teach, for example, two years of Chinese in one year (CLIP?). The extended period of contact time would be extremely valuable for a language such as Chinese, which requires the mastery of a totally unfamiliar writing system. It is also conceivable for several medium-sized districts to offer two intensive years in order to maintain the equivalent of a full four-year sequence which none could support individually. And, of course, it would allow some schools to offer students a second foreign language, as the present model does.

Conclusion

In October 1978, the Joint National Committee for Languages, (JNCL), a coordinating committee representing nine professional organizations, drafted a resolution which was sent to the President's Commission. It stated in part, "that all Americans should have the opportunity...to acquire competence in foreign languages and understanding of foreign cultures.... The secondary schools of the United States must offer every student the opportunity to learn a widely used international language, in addition to English.... Students wishing to acquire full proficiency in languages and international studies should have access to district-wide or regional 'magnet' schools that provide such instruction (Brod, 1980). For school districts that find that a full-scale specialized high school is beyond their means, or needs, a language program such as FLIP offers opportunities to study language and foreign cultures. For smaller school districts, such a cooperative, shared language center 'offers every student an opportunity to learn a widely used international language.'"

Among the principal recommendations of the Commission, as stated in the Introduction to its final report, "Strength Through Wisdom," is the following: "The Department of Education should support Language and International Studies High Schools...to serve as national models and offer intensive and advanced language and international studies in addition to regular courses...(Perkins, 1979, p. 7)." This recommendation is aimed primarily at major population

centers in which magnet schools would be developed incorporating intensive language study. However, the advantages of intensive study and "magnet-type" schools need not, and indeed should not, be limited to urban areas, as has been shown by this successful program.

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FOLK DANCING FOR STUDENT ESPRIT AND
DEPARTMENTAL VISIBILITY

WAYNE B. KRAFT
Eastern Washington University
Cheney, Washington

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Three years ago a couple of teachers and eight or so students created on the Eastern Washington University campus a German folk dance group--spontaneously and quite unaware that they were doing so. An activity which seemed worth trying once on an afternoon turned out to be so much fun that no one wanted to give it up. As the dancing continued and as our expertise increased, we began to realize that we possessed a new way of reaching out to audiences beyond our department and our university. We were fostering the students' identification with our department and becoming much more visible to the public outside.

Although it should not take much argument to convince that sociable fun is good for student esprit, there are some aspects which I have found particularly interesting. There are always some students who view themselves as shy and/or clumsy and they discover they are far less clumsy and not nearly so shy as they thought. Such changes in self-perception are very exciting. The group forms something of a bond in caring for its members and accepting of their idiosyncrasies. At the same time, however, it exerts consciously and unconsciously pressure assisting the social growth of its members. Students value these personal ties as they value the dancing activities which nurture them.

We have been truly surprised and gratified by the potential of the folk dance group for increasing the visibility of the language department on campus, within the region, and even statewide.

Regular practice and occasional performances have caught the attention of the campus community. A polka marathon held a couple of years ago brought in over \$500 which has enabled us to build a music library of over 90 albums--not all German, for we eventually began to widen our scope to include Scandinavian, French-Canadian, Mexican, American, and East European dancing. The university responded by funding the purchase of a high quality cassette format sound system with automatic program search.

We have performed occasionally for community organizations in nearby Spokane and the folk dance activity has also led to much closer contact with the German-American Society there.

When one of our folk dancers became a student teacher, we discovered that high schools were very interested in us--and that college students were eager to work with the younger students in high school language classes. We now do workshops frequently both in the high schools and also at the university when high school classes visit campus for foreign films or other events.

The high school workshops are doubtless the most important of our outreach activities. The mere occasion of younger students joining with college students encourages them to see their own language endeavors in larger perspective. Contacts between me and my colleagues in the high schools--very important, I think, for a department in a regional university--were negligible before folk dancing: They are much better now.

We gave a workshop at last year's meeting of the Washington Association of Foreign Language Teachers which in turn led to an invitation to the state convention of high school students of German. The state convention has asked us to do workshops again this year.

Since we have ultimately become truly established as a folk dance entity, our department and Eastern Washington University are better known in folk dance circles around the state. This visibility increases through personal acquaintanceships but also through such public activities as emceeing part of the program at the annual Northwest Folk Dance Festival.

Quite recently we did a performance/demonstration at a college in neighboring Idaho and a workshop at one in Oregon.

The university has enabled me to increase my experience with folk dancing by providing financial support for my travel and participation in workshops given in the Pacific Northwest. It has also provided transportation for student attendance at one major workshop annually. The department, in short, views the folk dancing activities as an important avenue of publicity and public relations and the administration is very supportive.

The foregoing review of our activities will probably convince the reader that folk dancing may be quite useful for increasing student esprit and departmental visibility. I suspect that two questions are inevitable--an "economic" question and an "academic" one. Has enrollment in the language program increased (or been sustained) owing to this activity? Has the activity promoted significant learning about German life and folk culture?

We can cite no remarkable change in enrollment. This activity is too recent and the factors influencing enrollment too numerous for us to say what potential it may have for attracting students to the program. It seems reasonable to expect that there will be a positive effect on recruitment.

As far as an "academic" effect may be concerned I am collecting materials and information and studying not only German folk dancing, but also the associated folk music, folk costumes, festivals and related aspects of folk culture. I intend to become able to present dances with reference to their context in culture and tradition.

Our experience with folk dancing has seemed sufficiently gratifying and promising to justify its expansion in two directions: First, broadening its appeal on campus, second, increasing contact with secondary schools.

This fall two separate dance sessions were created--one for international, one strictly for Bavarian and Austrian. I plan next year to do guest instructing in P. E. activity courses and perhaps to design in that department a new course devoted exclusively to folk dancing. Students who have had experience with folk dancing in courses would help build the recreational activity.

We will continue the activities related to high schools and are considering the institution of workshop/festival (Oktoberfest or Fasching) for high school classes during the school year and workshop in German folk culture for high school students and/or teachers in the summer.

The intention of this report is not so much to suggest to colleagues elsewhere that their departments ought to become involved in folk dancing or that it will guarantee any particular result. I have wished merely to relate how we became in-

volved in this enterprise and where it has unexpectedly led, so that colleagues may have some knowledge of another institution's experience with folk dancing and may consider whether such an experiment interests them.

I have currently an opportunity to explore first-hand the interest of some departments: I have written this report while touring colleges and universities in the Northwest and Midwest and giving dance workshops for them.

The first recourse for anyone interested in presenting German dances to language students would be P.E. teachers of dance, leaders of local folk dance groups, and German-American societies (given in order of the likelihood of their presence on or near a campus). It should not be difficult to find someone willing and able to give a guest presentation and advice.

Colleagues contemplating doing serious work with folk dancing will want to become their own experts. Since books on folk dancing often circulate in the music trade rather than in the book trade, the Verzeichnis Lieferbarer Bücher (West Germany's equivalent to Books in Print) is of limited usefulness in finding them. I would be happy to provide a list of the folk dancing books, music books, and recorded materials which I have turned up in my own search.

Furthermore, one really needs to become a folk dancer to find out about folk dancing and this can only be done by participating in an established group and by attending workshops. This experience is essential even if much or most of the dancing involved does not correspond to one's special interest.

I am eager to exchange information with other departments which have dancing activities and to help colleagues interested in beginning them. Wayne B. Kraft, Assistant Professor of German, Eastern Washington University, Cheney, WA 99004.

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THE PLAY'S THE THING: THE USE OF
THEATER IN LANGUAGE TEACHING

HERBERT LEDERER
University of Connecticut
Storrs, Connecticut

FL013036

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During the past thirty years, I have staged over forty German-language student productions at various American colleges and universities. These have ranged from medieval plays and Fastnachtspiele by Hans Sachs to works by contemporary authors, including the American premiere of a play by the Austrian dramatist Lotte Ingrisch, Der Affe des Engles, and the first American production of any East German play, Ulrich Plenzdorf's Die Neuen Leiden des jungen W., from brief dramatized fairy tales to full-length dramas such as Brecht's Mutter Courage, Dürrenmatt's Die Physiker, or Goethe's Faust I, and from readings to radio plays like Eich's Die Mädchen aus Viterbo to full-scale stage productions with sets, costumes, lights, sound effects, and orchestra, including the Brecht-Weill Dreigroschenoper. All of these have been open to the public, and have attracted not only students currently enrolled in German courses, but also students and faculty members from other disciplines, and members of the community. Many of them received publicity in student papers and in the local press, and they have had an excellent cumulative public relations effect in drawing attention to the activities of the German Department and in attracting students to our courses.

Some of these productions were extra-curricular activities for which students received no credit; others were special projects courses specifically designed to analyzing and discussing a work from an academic point of view, with the performance as an eventual outgrowth.

Former students of mine who participated in productions under my direction and who later entered the German teaching profession have continued this tradition by staging plays of their own in colleges and universities ranging from Maine to South Carolina, from Pennsylvania to Ohio, Wisconsin, and Colorado. In addition, during the past three years I have conducted annual workshops on "Theater in the German Classroom," as the result of which many secondary school and college teachers have undertaken such projects with their students. Since 1975, the University of Connecticut has organized an annual German Theater Festival, co-sponsored by the Goethe Institute of Boston and the Austrian Institute of New York, during which groups from high schools and colleges all over New England present brief German dramatic scenes and compete for prizes and awards. This event has also contributed significantly to the "ripple effect" of encouraging more and more teachers of German to use theater as a pedagogical device in their classes.

The reasons for the success of such undertakings are obvious: Play-acting is a natural human instinct, in which all of us engage from childhood on. Disguising, make-believe, role-playing are all favorite activities for children of all ages and all nations. In fact, one could well describe the human species not so much as Homo sapiens, or to use Max Frisch's concept, as Homo faber, but rather as Homo ludens. Game-playing seems to be an innate human trait which we all enjoy and from which we derive a great deal of fun and satisfaction. And if this is true for daily life, why should we not take advantage of it in the classroom? In a foreign language course, dramatization is especially appropriate. It lifts a text from the dead printed page and brings it to life, embodies it with feelings and emotions, and makes it real. We are no longer dealing with rote memorization of vocabulary and grammatical rules, but with the living language. It is a device which arouses student interest in a subject matter that is intrinsically "foreign" to them and it attracts students to our courses.

There can be no doubt that a great deal of language learning occurs during the preparation of a dramatic performance. In the process of memorizing a part, students acquire and internalize not only vocabulary, idioms, and expressions, but learn correct pronunciation, intonation, rhythm, sentence melody, and connotative associations, aspects which often tend to be neglected in traditional classroom activities. What is more, they work with a dedication and an enthusiasm unmatched by any other class assignments, with a desire to excel which far exceeds the motivation of a high grade. Directly related to this willingness to make an extra effort is the extraordinary sense of achievement and pride in accomplishment which results from their endeavors. Working on a theatrical production results in an esprit de corps, a feeling of group identity and goal-oriented joint enterprise which never exists in an ordinary class. Friendships are formed and a spirit of community develops which often lasts a life-time. I frequently meet former students of mine who acted in one of my productions twenty or more years ago. They have long forgotten their biology lab and their history lectures, but the experience of performing a German play remains fresh in their memory.

Textbook writers have long recognized the value and effectiveness of dramatic techniques by including dialogues in their lessons. The reading of such dialogues (with parts distributed among students) is of course a first step in the use of theater as a classroom device. It can be followed by having students memorize the lines and asking them to act out the scenes. From there it is only a short step to having students improvise their own dialogue based on real-life incidents or to dramatize some well-known fairy tales. These are especially appropriate since their language is simple, the plot is well known, and staging (with minimal sets, props, and costumes) is extremely easy. Such fairy tales can then be presented to other students or shown at assemblies, during Foreign Language Week, or at other occasions.

Once students have had a taste of a theatrical experience, they will usually ask for more. Being bitten by the drama bug is likely to produce a lasting--indeed life-long addiction. Other projects can be organized without too much effort. A relatively easy task is the production of a "Hörspiel", a radio play complete with sound effects, but not requiring memorization of lines. Performances can be tape-recorded and broadcast (either live or on tape) over the school or local radio station, again giving the participating students an enormous sense of accomplishment and simultaneously resulting in highly favorable publicity for the study of German.

Techniques similar to a radio play and also not requiring memorization (but nonetheless careful rehearsal) are either a dramatic reading or a staged reading. Both may include costumes, make-up, and lighting. A dramatic reading involves actors reading their part from a lectern with all necessary inflection, vocal and facial expressions, and gestures, but without movement (other than entering and exiting at the beginning and end of their scenes) and without scenery and props. A staged reading goes one step further: It adds a set on which characters move about and generally act out their roles without, however, having memorized them. It is amazing how quickly both actors and audience are willing to suspend disbelief and completely disregard the manuscripts which the characters hold in their hands.

The transition from a staged reading to a full-fledged production is much easier than one might assume. Motivated only by their own desire to excel and their growing identification with the character they portray, students tend to learn a good deal of their role by heart in any case. While absolute confidence in the knowledge of the text obviously requires additional rehearsals, freeing the actors from the text they clutch in their hands at the same time has the advantage of allowing them to concentrate on characterization. The difference between a staged reading and a regular performance is therefore only in degree (mainly in time needed for preparation), but not in kind.

One of the most important considerations for a dramatic production is, of course, the selection of the text. The bibliography listed in the appendix may be of some benefit. It can easily be supplemented by material chosen by the instructor (such as scenes from full-length plays) or even original texts, written by the students as a class project. What must be kept in mind above all is the linguistic level of the students. A text should not be so demanding as to be a constant source of frustration. The purpose of the project, after all, is essentially a language-learning experience. It is therefore quite permissible to make changes in the text in order to make it appropriate to the language competence of the group.

After going through several readings of the play, making sure that everyone understands everything, we can then proceed to casting. Various considerations play a part here: the students' knowledge of German, their acting experience, their physical and vocal characteristics, the need for a unified ensemble. It is best not to finalize the casting too soon, but to allow for possible changes.

If the production is to be a class project, rather than an extra-curricular activity, it is important that every member of the group participate in some form. Only rarely is it possible to find a play with the exact number of roles of the right sexes to match the students in the class. If there are more parts than students, doubling of small roles is an easy solution. On the other hand, if there are more students than parts, major parts can be double-cast for alternate performances. The sexual identity of characters can often be changed with only minor revisions of the text, if any. Women students can play male parts, or men can take female roles, usually for comic effect. Students who have only small parts or who prefer not to perform as actors can work on costumes, sets, sounds, lights and props, or can function as prompter, stage manager, or assistant director.

One thing is certain: Preparing a performance takes time--lots of time. A simple rule of thumb allows for about one hour of rehearsals for every minute on stage. But if the instructor is willing to devote the time and energy needed to the project, the student will be only too glad to respond. And the benefits are enormous, in terms of the learning experience, the pure enjoyment and--last but by no means least--the favorable publicity for the study of German.

APPENDIX 1

Selected Bibliography

Drama:

The following items are listed in chronological order. Some may no longer be in print. The list does not include the numerous drama anthologies and individual editions published in Germany.

- Jordan, Gilbert J., ed. 1951, *Four German One-Act Plays*. New York: Holt.
(Contains: Schnitzler, *Frage an das Schicksal*; Goetz, *Nachtbeleuchtung*; v. Sallet, *Die Welt ausser Rang und Banden*; Kaiser, *Juana*).
- Fleissner, E.M. and O.S., eds. *Die Welt im Spiel*. New York: Appleton-Century-Crofts, 1958. (Contains: original scenes and adaptations).
- Homberger, Conrad, ed. *Ein Abend in den Münchner Kammerspielen*. New York: Scribners, 1966. (Contains: Kästner, *Das Haus Erinnerung*; Wedekind, *Der Kammersänger*).
- Schweer, Luise K. *Heitere Szenen*. New York: Gessler Publ. Co., 1966. (Brief comic skits).
- Kirchhoff, Gerhard. *Kleines Lebensspiel*. München: Max Hueber, 1967. (An original play).
- Gering, Margarete. *Sketsche. Kurzspiele zu amüsanten Unterhaltung (Die Falcken-Bücherei, 247)*. Wiesbaden: Falcken-Verlag Sicker, (1968). (Short comic playlets, with brief introductory instructions).
- Grimm, Reinhold and Henry Schmidt, eds. *Brecht Fibel*. New York: Harper & Row, 1970. (Contains: *Flüchtlingsgespräche*, *Die jüdische Frau*, *Die Ausnahme und die Regel*).
- Ihering, George von. *Zwei Komödien*. Skokie, IL: National Textbook Co., 1972. (*Der erste Patient*, *Der Gast hat immer recht*, both original comedies).
- Ihering, George von. *Ein Hotel namens Europa*. Skokie, IL: National Textbook Co., 1972. (Contains title play and *Von Freud zu Leid*, both original comedies).
- König, Eduard. *Gehen wir zum Theater*. Skokie, IL: National Textbook Co., 1973. (Contains dramatizations of: *Das tapfere Schneiderlein*, *Rattenfänger*, *Wilhelm Tell*, *Der fahrende Schüler*, and *Kleines Weihnachtsspiel*).
- Rogers, R. Max, ed. *Scenes from German Drama*. New York: Harper & Row, 1978. (Contains scenes from: Schnitzler, *Anatol*; Borchert, *Draussen vor der Tür*; Goetz, *Dr. med. Hiob Pratorius*; Zuckmayer, *Der Hauptmann von Köpenick*; Brecht, *Der kaukasische Kreidekreis*; Leonhardt, *Der Abiturmann*; Dürrenmatt, *Der Besuch der alten Dame*; Schiller, *Kabale und Liebe* and *Wilhelm Tell*; Goethe, *Faust I*).

Spaethling, Robert and Eugene Weber, eds. 1979. *Literatur Eins*. New York: Norton. (Contains: Brecht, *Der Jasager und der Neinsager*; Dürrenmatt, *Der Doppelgänger*).

Radio Plays

This list, too, is chronological. It includes noteworthy U.S. editions of German radio plays. A variety of German editions are available, e.g. from Suhrkamp, Fischer, and Piper.

Reichart, Herbert W., ed. 1959. *Deutsche Hörspiele*. New York: Appleton-Century-Crofts. (Contains: Hoerschelmann, *Ich höre Namen*; Huber, *Das gnadenbringende Strafgericht*; Homberg, *Die Schnapsidee*; Hubalek, *Der ost-westliche Diwan*).

Ryder, Frank and Allen McCormick, eds. 1960. (Contains: Borchert, *Draussen vor der Tür* (scenes); Eich, *Der dritte Traum*; Dürrenmatt, *Das Unternehmen der Wega* (scenes); Schnitzler, *Weihnachtseinkäufe*; Aichinger, *Französische Botschaft*).

Boeninger, H.R., ed. 1963. (Contains: Hoerschelmann, *Das Schiff Esperanza*; Hendrich, *Das Haus voller Gäste*; Hildesheimer, *An den Ufern der Plotinitza*; Bock, *Nachtgespräche*; Dürrenmatt, *Stranitzka und der Nationalheld*).

Dürrenmatt, Friedrich. 1965. *Drei Hörspiele*. Ed. H. Regensteiner. New York: Holt. (*Abendstunde im Spätherbst*; *Der Doppelgänger*; *Die Panne*).

Goldberg, Fred, ed. 1965. *Spiegel und Echo*. New York: Harcourt, Brace & World. (Contains: Eich, *Die Mädchen aus Viterbo*; Jens, *Der Besuch des Fremden*; Ferber, *Gäste aus Deutschland*; Monnich, *Kopfgeld*; v. Cramer, *Die Ohrfeige*).

Baecker, Anne F., ed. 1966. *Erzählungen und Hörspiele*. New York: Harper & Row. (Contains: Hoerschelmann, *Das Schiff Esperanza*; Hildesheimer, *Das Opfer Helena*).

Otten, Anna, ed. 1966. *Mensch und Zeit*. New York: Appleton-Century-Crofts. (Contains: Aichinger, *Knöpfe*; von der Vring, *Das Schildkrötenspiel*; Hoerschelmann, *Die verschlossene Tür*; Eich, *Zinngeschrei*; Hildesheimer, *Begegnung im Balkanexpress*; Dürrenmatt, *Nächtliches Gespräch*).

General Works on Play Production:

A personal selection of helpful texts--from the many that are available in both English and German. Alphabetical listing.

Bailey, Howard. *The ABCs of Play Production: A Handbook for the Nonprofessional*. New York: David McKay, 1955. (One of the best source books for amateur theater groups, covering preparations, play selection, casting, rehearsals, etc. Good bibliography).

- Canfield, Curtis. 1963. *The Craft of Play Directing*. New York: Holt, Rinehart & Winston. (Introduction to directing techniques).
- Dietrich, John E. 1953. *Play Direction*. Englewood Cliffs, N.J.: Prentice Hall. (Diagrams on movement, setting, etc. and sections on casting, rehearsals).
- Dolman, John Jr. 1928. *The Art of Play Production*. New York: Harper & Row. (Old, but still quite useful, both for rehearsal techniques and technical aspects).
- Fischer, Gunter. 1963. *Also spielen wir Theater: Praxis und Theorie des Jugend- und Schultheaters*. Itzehoe: Hansen & Hansen.
- Hodge, Francis. 1971. *Play Directing: Analysis, Communication and Style*. Englewood Cliffs, N.J.: Prentice Hall. (Excellent general text, largely dealing with ways of communicating by acting and directing).
- Kniffler, Carter and Hanna Schlette. 1960. *Das literarische Drama auf der Schulbühne*. Frankfurt/M.: Hirschgraben Verlag.
- Smith, Milton A. 1948. *Play Production for Little Theaters, Schools and Colleges*. New York: Appleton-Century-Corfts. (Good general reference work. Also contains sections on technical aspects, such as scenery, costumes, lighting make-up, etc.).

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U.S. SUBURBAN MIDDLE CLASS ATTITUDES
TOWARD FOREIGN LANGUAGE LEARNING

JAN ZAMIR

*John Hersey High School
Arlington Heights, Illinois*

FL013037

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Introduction

0.1 The purpose of this paper is to report on language attitudes in the United States with special reference to the commonly taught languages of French, German, Spanish, and Latin. The recent research in language learning and bilingualism has made it patently clear that, among other factors, language attitudes--favorable or unfavorable--on the part of the learner are of great importance in the process of the acquisition of the second (foreign) language (Lambert 1967, Lieberman 1970, Jakobovits 1970, Shuy 1969). Therefore, it is of some importance that the format of the bilingual education or the syllabus for teaching of the second languages make explicit, as a first step, prevailing language attitudes. As we shall see in this paper, language attitudes are very much ingrained like our many other social values and political philosophies, and less resilient towards change. The tacit assumption here is that every science must be able to provide explicit definitions of its statements as accurately as possible. Thus, when we speak of attitudes affecting second language learning processes, we must know in advance what those attitudes are. Hence, it is the writer's intention to attempt to identify and bring into focus those attitudes that seem to cluster among particular aggregated individuals and polarize along such axis as sex, ethnicity, education, etc. towards each of the aforementioned languages. It is hoped that this paper will provide a perspective for a deeper sense of awareness, insight and appreciation for those educators faced with the problems of second language teaching. Thus, although this research has been conducted from a psychological and social perspective, its implications are clearly pedagogical.

0.2 Subjects. All subjects (Ss) for this investigation were suburban middle class, born and raised in the United States. Since many of the FL materials are directed to schools, and since the educational system is traditionally one of the main vehicles by which language policy decisions are implemented, groups of students at the high school level were selected as subjects.

It became quite evident from the outset that if the result were to be meaningful and reflect broad generalizations about the language attitudes of the wide population of the white middle class (which comprises the majority of the population for most parts of the country), the sample had to be accordingly large. The rationale for a large sample was forced by the sheer nature of the problem of first finding large enough groups for each language so that further breaking down of each group for various indices would not make the sub-groups so small that generalization for the pattern of responses would be based on idiosyncratic attitudes of a few individuals--patterns of responses that at the inception of this survey, for the most part, were not known nor the direction in which they would evolve. The second and more important reason was the magnitude of the complex phenomenon of reflecting the multi-valued, non-crystal cut, and non-isomorphic nature of subjective responses in which their pattern would not be identified if the sample were not sufficiently large. For this reason six hundred and twenty-one Ss between the ages of 15 and 18 were chosen. A group of eighty-two of these Ss had never had any foreign language learning experience. The rest had one or more years of high school FL in one of the four languages; however, there were only thirteen Ss who had studied Latin. Therefore, since the number of

Ss in this group was too small, no cross-comparison between Latin and the other three languages is made; though, of course, subjective reactions toward Latin were recorded and the numbers of respondents are also included in the totals.

0.3 Procedure. Two types of questionnaires were given to each group: Questionnaire A was given to the Ss who had had a FL, and questionnaire B to the group that never had had any foreign language experience. Some parts of the two questionnaires are alike, and since the type of questions put to the two groups would have required different wordings, two separate questionnaires were devised. Samples of the questionnaires can be found at the end of this paper.

0.4 Community and School Profile. John Hersey High School, where the survey was conducted, is located in Arlington Heights, Illinois. This survey was taken in 1978-1979 at which time, the school had a population of 2,300 students. John Hersey is one of eight high schools belonging to District 214, which is the largest high school district in Illinois after the Chicago schools, with a total population of 18,000 students. Partly as the result of a highly qualified and foresighted group of administrators and the community's confidence in them,² this district has been one of the few districts in Illinois that has operated in the black, and the relationship of the teachers to the administration and the school board has been one of harmony (with teachers' contracts comparable to other districts in the same area without ever a single instance of strike or strike threat).

Hersey draws its student population from both Arlington Heights and Mt. Prospect, two rather affluent suburbs with an average per capita income of \$8,150 in 1976, well above the national level of \$6,200 of the same year. The population of the two suburbs is almost all white middle class; and the percentage of minorities was very low. Because of this limitation on the data, the results here, therefore, are to be viewed more for the aforementioned segment of population rather than for a cross section of the population in the country as a whole.

The first impressions of the faculty that are confirmed in a more prolonged relationship with the teachers of the foreign language department show a high degree of professionalism: they all have Master degrees and above, and have travelled extensively in the countries of the respective foreign languages which they teach. The average experience of the FL faculty is 14 years. There is a high degree of interest and enthusiasm and empathy on the part of the teachers which is reflected, among other factors, in the high enrollment of foreign languages in this school: five years of French, Spanish, German and Latin are offered as electives, (and there were 756 students enrolled in FL's at the time of this survey; approximately two thirds of the students take one year of a foreign language during their four years in high school). According to the schools' counseling department this figure represents a high percentage of student enrollment in FL's as compared to other elective subjects in this school.

0.5 The Outline Sketch of This Paper. In part I, I will discuss the facts that I have obtained from my data. I will explain the relevant data as they relate to each individual language and to all three languages (and on occasion

to Latin). I will also explain the data obtained from the subjects who had no FL experience as one more additional source for comparison with the others. I will likewise further analyze the data with cross reference to the pertinent indices in Part II and III.

PART I

Background Information

1.1 Parents' Educational Background. Table 1 below shows the percentage distribution of the parents' educational background of this community. A glance at the figures will show that this community does indeed typify an affluent white middle class community. (The small discrepancy in the total percentage here and in some other tables in this paper results from the fact that some Ss simply did not respond to the questions for whatever reasons. It should also be noted that all the percentage figures in this paper are given in full numbers. Thus, less than or a one percentage point discrepancy that may occur in a few tables in the totals results from rounding off the percentage numbers).

Table 1
Parents' Educational Background

	Father	Mother	Father/Mother
High School	101 19%	229 42%	(median %) 31%
Some college	89 16%	146 27%	22%
College Graduate	203 38%	115 21%	30%
Professional Training	119 22%	46 8%	15%

According to the U.S. Bureau of the Census (1973), the average median of education for white adults between the ages of 34 and 54 years of one year or more of a college education is 24.1%. This figure is considerably below this community's higher education experience of 52% of the adult members. (Note the national figure of 24.1 is for one or more years of college, therefore to match our statistics above, we have to combine the figures of "some

college" with "college graduate" which is $22 + 30 = 52\%$.)

A comparison between the educational experience of parents of each group of students of German, Spanish, French and the group of students with no FL experience was made to examine if there is any pattern of correlation among them. Table 2 shows the result.

Table 2
Parents' Educational Background of Each Group

	German	Spanish	French	No FL Experience
High School	39%	31%	26%	37%
Some College	18%	24%	22%	29%
College Graduate	24%	27%	36%	23%
Professional Training	18%	15%	14%	10%

Parents of students enrolled in German have lower academic backgrounds than the other three groups. But this is because of the fact that this community experienced a relatively recent wave of new immigrants. This fact may be observed in Table 3 where in response to the question of whether the language Ss were studying is the native language of their parents, the German group showed an unproportionately high percentage of their parents being from German-speaking countries. On this basis, I, therefore, assume that this group of parents in this community must be, on the whole, immigrants themselves and their lower educational background compared to the other groups of parents is explained.

Table 3
Native Language of the Parents and Grandparents

	German	Spanish	French	All FL Students
Parent(s)	45%	3%	4%	9% *
Grandparent(s)	72%	4%	6%	12%

* The low median percentage of 9% for total students is explained by the fact that there are fewer students enrolled in German than in Spanish and French. Table 6 shows the total enrollment distribution in the school.

To continue the discussion from Table 3, above, parents of French students had the highest percentage of educational college training (58%) and the parents of Spanish students were next (51%) in the three groups of foreign languages.

No correlation whatsoever was found between the educational background of the parents of Ss who choose a FL and the parents of Ss who do not choose a FL. (There are, however, other significant factors such as grade average, etc. that directly seem to correlate between the two groups. I will discuss these in Parts II and III.)

1.2 Parents' Knowledge of a Language Other than English. The question in Table 4 shows that parents of all groups other than students of German speak languages at home that are not necessarily their native language (this can be seen when Table 3 and 4 are compared). For example, 4% of the parents in the French group are French-speaking; and yet 20% of the same group indicate that they speak a language other than English. How is this difference explained? In the Question 3 in the questionnaire (A), we asked the Ss to specify if they had studied any language other than those taught in the school (some private church-related schools in the Chicago area teach Greek, Hebrew, etc). But we found only less than 1% of the total population that specified a particular language. Therefore, we are led to conclude that foreign languages spoken at home, to a large extent, must be a learned, acquired by formal education, in business contact, etc. or it can be a second language learned by the parents in their childhood but that it had not been their native language.

In any case, the results in Table 4 leads us to conclude that the knowledge of another language if it is not the native language of the parents does not seem to correlate strongly with whether the student will pursue a FL or any one particular FL. However, as we have seen, a large percentage of Ss whose German ethnic backgrounds are well-established pursue German. This can be translated as a feeling of maintenance, for the latter group, for their proud ethnic heritage and background. In general terms then, this could be a strong indication that ethnicity, at least for the first few generations, plays an important role, for pursuing a particular language. One might perhaps expect the same of French in a large French speaking community, etc. This observation is, however, highly speculative and must be verified by further studies.

Table 4

Parent(s)' Knowledge of FL (In Response to the Question:
"Is a Language Other Than English Spoken in Your Home?")

	German	Spanish	French	No FL Group
Total Enrolled	32	38	41	15
Percent	41%	15%	20%	18%

1.3 A large percentage of Ss in this survey had a prior knowledge of the language they pursued in high school. We have already pointed out the large percentage of students in German who had German ethnic backgrounds and who spoke German at home. The largest percentage of students who had a prior knowledge of the language they were enrolled in was in French (66%) and in Spanish (36%).

Table 5

A Student's Knowledge of a FL Prior to High School

	German	Spanish	French	Latin	Combined Groups
Total Enrolled	48	88	134	1	271
Percent	62%	36%	66%	6%	42 1/2%

Since we already know that only a very small percentage (4%) of the students' parents are French speaking, we would assume that their knowledge of French prior to high school is from junior high school. We know that French is, in fact, taught in several junior high schools in this community. This will partly explain the relative high enrollment in French, i.e. in junior high schools where only French is offered in some of the schools, the motivated academic students are encouraged to take French, and most of these students, upon entering high school, would take the attitude of "sticking it out" rather than being faced with picking out a new language and starting again from the beginning. This conclusion will become quite clear and will further be supported in Parts II and III.

Table 6

Distribution of Students Enrolled in Each FL in Respect to the Total Enrollment in FL's

	German	Spanish	French	Latin	Total in FL's
Total Enrolled	78	246	202	13	539
Percent	14%	46%	37%	3%	25% (i.e. 2200 total student body)

The same explanation, however, will not do for the high enrollment in Spanish. That is, although there are considerably fewer students enrolled in Spanish in the junior high schools (36% as compared to 62% in French), there are more students who will choose Spanish rather than any other language when they are faced with the choice of several languages in high school. We will consider the apparent reasons for this phenomenon in Part II. (Recall that only 3% of the students have Spanish ethnic parents.) The 36% of students in Spanish having a prior knowledge of Spanish results from the fact that some junior high schools in the area offer Spanish but not as many as those that offer French. Also, we note that no junior high school in the area offers German. The lower numerical enrollment in German is, therefore, partly explained by this fact; the high percentage of students among those enrolled in German who know the language prior to high school results from the direct contact with their parents' language at home.

Performance Information

2.1 Table 7 shows the overall grade average in all subjects of all the FL students.

Table 7
Distribution of Grade for All Students

Grade	Total#	Percent
A	143	26%
B	298	55%
C	88	16%
D	5	1%
F	0	0%

The high grade distribution in this school is, first, a consequence of the general inflation in grades all over: a study done at Columbia University and reported by *Time* magazine shows that the average grade in Columbia University has risen from "C" in 1963 to "B" in 1977 with no rise in ACT scores or in other college entrance exams. Secondly, the high socio-economic status of this community is expected to reflect on the students' higher achievements in school. Records of the counseling department reflects that 74% of the students attend college after graduation. Third, the overall grade of FL students, who are on the average academically above the rest of the school population, is expected to be higher than the non-college bound average high school student. This is, in fact, confirmed by the comparison of two groups where the student with no FL experience portrays a more general picture of grade average of this high school.

<u>Grade</u>	<u>FL Students</u>	<u>No FL Experience</u>
A	26%	9%
B	55%	48%
C	16%	37%
D	1%	4%
F	0%	5%

2.2 The grade average of the FL student achieved in FL proved to be of an interesting phenomenon to study; however, we will consider their detailed analysis in Part II. Here we will only make the comparison between the over-all grade average of FL students with the average grade achieved in FL's.

<u>Grade</u>	<u>Overall Grade Average</u>	<u>Average Achieved in FL</u>
A	26%	42%
B	55%	39%
C	16%	24%
D	1%	2%
F	0%	1%

Although the students achieved more "A's" in FL's than their overall grades, the chances for them to obtain lower grades than "A" is higher. It should also be noted that maintaining an A overall average grade is more difficult than obtaining an A in an elective subject selected by the individual student.

In order to make sure that the distribution of FL grades here is not the idiosyncratic trend of this particular school (say, because of "easy" teachers in this school), a comparison with seven other high schools covering 18,000 students in the same District was made). (These figures were provided by the District 214 data processing department.)

<u>Grade</u>	<u>Average Grade of Students Achieved in FL at John Hersey High School</u>	<u>Average Grade of Students in District 214 (in all 8 High Schools)</u>
A	42%	38%
B	39%	47%
C	24%	14%
D	2%	5.4%
F	1%	0.6%

The insignificant differences that appear in this comparison demonstrate that our data present a general picture of FL grade distribution in most schools of the same background.

Attitudes

3.1 Despite the above distribution of grades in FL's, when the students were asked to judge, on the whole, the difficulty of studying a FL as opposed to other subjects, thirty-five percent thought it to be "more difficult," twenty-five percent "less difficult" and thirty-seven percent "no difference." Further elements, such as the academic background of the student, the student's sex, etc. play important roles in this attitudinal distribution and need further comment. These will appear in Part II.

3.2 On the whole, the overwhelming majority of 71% found the foreign language experience worthwhile and would "do it over again" if they had the opportunity. This attitude, however, cannot be taken for its face value, and we should not be misled. In Parts II and III we shall focus on this point to see what multi-value judgments have gone as inputs to render FL experience "worthwhile."

3.3 To obtain some ideas of how students generally view various foreign languages, they were asked to judge whether the following clichés about different languages were true or false:

	<u>True</u>	<u>False</u>	<u>No Opinion</u>
(1) German is very difficult and is a scientific language.	49%	45%	6%
(2) French is a beautiful language.	65%	30%	5%
(3) Spanish is easy to learn.	60%	32%	8%
(4) Latin is difficult and entirely academic.	64%	27%	9%

The statistics above speak for themselves. We observe that indeed society reflects definite language attitudes that individuals hold as their beliefs. In particular, note that the subjects had options to express their "no opinion" and yet in all cases an overwhelming majority did have definite opinions. Even though there are only 2% of the total Ss who had any knowledge of Latin, for example, yet 91% of all students reflected definite language attitudes towards Latin. In Part II, we will discuss how attitudes of this type have their own pattern of polarization among each separate group of individuals who select a particular language as opposed to others.

Rationale For Pursuing a FL

4.1 In this part we wanted to find out some of the basic reasons that students had for pursuing the FL. Ten options were given (the last question was open for them to write their own option) and students were asked to check the most important reason for studying a FL and if they had more than one reason, they would have to state them numerically in order of importance.

As Table 8 indicates, a resounding 61% of the total subjects in all FL groups ranked "fulfillment of college requirement" as number one in priority in their decision to study a FL. In particular, note that Ss here had ten options to state their priorities. In addition, note also that "college requirement" is also the highest for their "second rank" priorities: That is, another resounding 15% of the remaining 39% who did not state "college requirement" as their first priority stated it as the second priority (and again another 6%, the highest among the third rank priorities, goes for "college requirement"). This astonishing educationally pessimistic rationale for pursuing a FL, in many ways, confirms the often-expressed opinion of some educators that students in FL classes do not want to be there.

Whether a high percentage of colleges do, in fact, require a foreign language as part of their graduation requirement or admission requirement, the extent of information students might have had in this regard is not of direct concern to us in this study; the important point here is what subjects consider as part of their decision-making. It appears that college requirements play a very important factor as the number one priority for the subjects to pursue foreign languages. Seeing it from a different perspective, it would be safe to assume that the survival of foreign languages in high schools appears to hinge a great deal on the college requirement of FL's.

The percentage represented above is the average of all three languages for both sexes and for all students of all backgrounds. There are some interesting breaks within the data that need attention and these will be discussed in Part II.

4.1.1 For 26% of the students "esthetic values" were the most important factor for pursuing a FL. Their reason varied from "personal enjoyment," "travel," "talk to relatives, parents, and grandparents" and "simply liking the linguistic aspects of the language." Included in the percentage above were a large number of subjective attitudes that Ss had written out under the heading "other reasons," and we have given them here under the heading "esthetic values."

4.1.2 The influence of having language experiences in junior high school was also strong where they had decided "to stick it out" in high school with the same language. This was particularly true for French (13.5%) and (8%) for Spanish students where these languages were taught in some of the junior high schools.

4.1.3 The following list shows the percentage of students whose primary reason had been those other than the above:

Parent Pressure	6%
Interest in your own national background	6%
Prestige	1%
Friends Taking It	2%
Scheduling	0.5%

If we add up the percentages of the non-personal and outside "compelling" forces of "college requirement" (61%), "parents' pressure" (6%), and "junior high background" (7%) we find a resounding 74% which will force us to again accept the pessimistic view expressed above for motivations of Ss for pursuing foreign languages.

4.1.4. Secondary and further rankings of options for studying a FL were closer to each other. Still, "college requirement" next to "esthetic" and "parent pressure" seemed to dominate their rationale for continuing a FL. Table 8 below shows the total number and percentage distribution of students who rank each option based on their rationale.

Table 8
The Rationale for Studying a FL

Rationales	Ranking Based on Importance							
	Rank #1		Rank #2		Rank #3		Rank #4	
	Total	%	Total	%	Total	%	Total	%
1. Parents' pressure or parents' desire	30	6%	48	9%	20	4%	8	1%
2. Your interest in your own national heritage	33	6%	39	7%	15	3%	2	.3%
3. Fulfillment of college requirement	328	61%	83	15%	32	6%	3	.3%
4. Simply because of personal enjoyment	94	16%	66	12%	29	5%	9	2%
5. Prestige	6	1%	8	1%	11	2%	11	2%
6. Friends taking it	16	3%	41	8%	26	5%	14	2%
7. Snap course	2	.3%	8	1%	6	1%	6	1%
8. Because of a particular teacher	2	.3%	4	.5%	7	1%	2	.3%
9. Because of scheduling	2	.3%	5	.8%	5	1%	4	.3%
10. Junior high background	39	7%	27	5%	8	1%	2	.3%

5.1 Some educators, especially those involved in FL education like to believe that society, in general reserves a certain degree of "respect" for learning foreign languages. This attitude on the surface also seems to reflect in students when Table 9 and section 3.2 are taken into consideration in isolation. But as I shall comment later below, the data in this research does not support this ameliorating view at all. Table 9 indicates that the majority of students consider the acquisition of a foreign language in the scale of some importance. In fact, only 9% consider it as "not very important." Table 9 shows the distribution.

Table 9

The Importance of a FL: In Response to:
"Do You View the Acquisition of a Foreign Language as Being...."

	Total	Percent
Very Important	75	13%
Important	224	42%
Somewhat Important	188	35%
Not Very Important	52	9%

Although the great majority lays some importance for the acquisition of a FL, most students find the study of a FL only of secondary importance in their individual future career (see Table 10); in one way this might be seen as a tacit "respect" and "regard" that the affluent middle class has for a foreign language as an integral and necessary background training in one's total education. However, the direct evidence from this paper, as it is shown in Table 8 suggests almost an opposite view; that the translation of "importance" in this question had little to do with "respect" and "regard," rather the "importance" of the acquisition of a FL must be translated for the students as more based on the expedient nature of "college requirement" combined with factors of "parent pressure" and "junior high school background." In fact, note that only 1% of the total Ss regard the acquisition of a FL anything but "prestigious" for any ranking. Going over the questionnaire further reveals this conclusion, that the researcher felt he was being almost harrassed by even suggesting that the acquisition of a foreign language had anything to do with "prestige"--on a number of questionnaires, the question of "prestige" was followed by several question marks and exclamation marks as if to inquire what the notion "prestige" has to do with learning a FL.

Table 10
The Relevance of FL to Future Career

	Total	Percent
Is the study of this language		
--of primary importance in your future career, e.g., FL teaching, linguistics, etc?	25	5%
--of secondary importance in your future career (doctor, engineer, social worker, etc.)?	267	50%
--of unknown importance as you haven't any idea at all about your choice of a career	243	45%

5.3 In section 4.1.1 we showed that 16% of the students' primary reasons for continuing in a FL was for esthetic reasons. In this section we asked what practical use students see for the FL they are enrolled in in order to further investigate the breakdown and the priorities that occur within the cluster of "esthetic" reasons. Table 11 shows the results. The greatest

Table 11
Practical Use of a FL

What primary practical use do you anticipate for this language?		
Motives	Total	Percent
Travel	200	37%
Employment	117	22%
Contact with Native Speakers	62	11%
Reading	12	2%
Others, Specify	46	9%
None	95	18%

percentage (37%) found "travel" the most practical use. Twenty-two percent rated employment, such as overseas opportunities, as the practical reason. Twelve percent consider it important for contact with native speakers: this was clarified by: speaking to "Mexican Americans," "speaking to my relatives and immediate family," etc. Only two percent regard a FL as a source of "reading" enjoyment.

5.4 Finally, we wanted to examine what aspects of a FL students regard as the most important to learn. In contrast to some educators emphasis on "culture" of a FL and somewhat to our surprise only 8% of the students regard culture as the most important aspect of learning a FL. Eighty-eight percent considered the linguistic aspects of a FL as the most important: thirty-five percent considered "speaking" and 53% considered "all linguistic aspects" of a FL as being most important. Table 12 shows these results.

Table 12
The Important Aspects of a FL

	Total	Percent
What do you feel is the primary importance of studying a FL?		
--to learn to speak	191	35%
--to learn everything about the structure of language including speaking, writing, etc.	286	53%
--to learn about the culture	42	8%

PART II

Sex as The Index of Choice and Language Preference

6.1 Although the total school population is very closely divided into fifty percent male and fifty percent female, the percentage of male versus female enrolled in foreign languages does not reflect the same proportion. Table 13 shows the enrollment distribution.

Table 13
Language Choice and Preference based on Sex

	Female	Male
Spanish		
Total	156	90
Percentage	63%	37%
French		
Total	139	63
Percentage	69%	31%
German		
Total	36	42
Percentage	46%	54%
Total of All Languages	334	205
Percentage of All	62%	38%

There are decisively more girls in total who choose foreign languages than boys: 62% girls as opposed to 38% boys. The explanation for this phenomenon might be intertwined with multiple societal and psychological facets. Simple explanations such as "girls of high school age are more academic than boys" do not do. As the overall grade average of the boys versus girls in our sample shows, there is no evidence in our data that supports this statement.

<u>Grade Average</u>	<u>Boys</u>	<u>Girls</u>
A	31%	24%
B	51%	56%
C	14%	16%
D	2%	1%
F	0%	0%

(The general rule of thumb in high schools also seems to apply to our case that because of the academic nature of FL's only the upper 50 percent of the student population would choose a foreign language. This seems to apply to

our case.) In any case, the grade average of the boys enrolled in FL's shows no inferiority to girls.

The fact that in total more girls choose FL's does not, however, indicate that this is true for each one language: there are decisively more females who choose French than males. We found that this result, which is often expressed in a stereotype fashion by many people, was, in fact, supported by our data--69% female vs. 31% males.

There are also more females who choose Spanish than males. Next to French as our data shows, there are 63% females versus 37% males who choose Spanish.

There are fewer females who choose German than males. For some of the reasons that we shall attempt to explain later in this paper, this result also confirms the commonly held view and again often in a stereotype fashion that "boys tend to choose German while girls study French." Our data shows that 46% of the females and 54% of the males choose German--the only language of the three that more males choose.

6.2 Females pursue the language of their parent(s)' nationality more than do males. In all three languages this proved to be true. However, since only a small percent of the community's nationality make-up is of French and Spanish, the observation above is not conclusive. In the case of German, on the other hand, where we have a large German-speaking segment in this community (cf. section 1.1 and Table 3) 83% of the females versus 62% of the males pursue the language of the nationality of their heritage.

6.3 Females perform better in general in foreign languages than do males. Our data shows that all Ss in this school perform slightly better in FL's than in their overall grade point average. This is partly the result as I enumerated earlier, of the elective nature of the FL requirement in this school where a student selects a subject based on his interest and aptitude and for whatever other factors. What is of interest to us here is that females in all three languages perform considerably better than males (even though males perform slightly better than females in their overall grade point average).

We find no significant difference of any kind for grades C, D, and F between the overall grade average of all students and their performance grades for FL. The difference occurs in the percentage of A's and B's. Males' performances in getting A's in FL's is 7% better than in their overall average grade. However, females, on the other hand, perform better (in getting A's) in FL's than in their overall average academic work by an astounding 22%. Note that while males' overall average grades are 6% higher than females' (31% versus 25%), in foreign languages, however, females surpass males by 9% (47% versus 38% of the males). (The percentage of B's is not relevant in this data to estimate performance. That is, we witness only a change of percentage in the B's and A's, and all other grades are approximately the same. Therefore, to see the quality of performance we could only consider the percentage of A's of each group.)

Table 14
Grade Performance of Males Versus Females

Grade	Overall Grade Average		Average Grade in FL	
	Males	Females	Males	Females
A	31%	25%	38%	47%
B	51%	56%	40%	37%
C	15%	17%	15%	13%
D	2%	1%	2%	2%
F	0%	0%	0%	1%

The large degree of the lopsided results above came out as somewhat of a surprise, a fact that I had neither looked for nor expected.

6.4 The better performance in FL's by most Ss (both male and female) in this school, however, does not indicate, to a large extent, that Ss consider FL's "easy" subjects. When asked to rate the "difficulty" of studying FL's only 25% considered FL's "easier" than their other subjects; 35% found "no difference." (3% gave no comments.)

6.5 Here we examine the FL attitudes of the male and female Ss of each group enrolled in the three languages. The goal is to examine to see if there exist indeed, differences of attitudes in the cluster of Ss pursuing a particular language toward other languages.

We make use of the same procedure by using the same set of expressions as in section 3.3. We find that the "average" statistical representations for all students (as in section 3.3) has to be further clarified and that in many cases, attitudes of male students differ sharply from female students. Table 15 exhibits this distribution. I will examine each statement separately.

6.6 German is a very difficult and scientific language. There was no sharp contrast of opinion between the females and males towards this statement, and no trend of any significance was found. Approximately half of the Ss thought this statement was true and the other half did not.

6.7 French is a beautiful language. There is a resounding difference of opinion between males and females in regard to this statement. There is an average of only 5% more of all males who consider French beautiful than not; and there are more males enrolled in German who consider the statement not true. Females, on the other hand, overwhelmingly, think that "French is beautiful".

Table 15

Attitudes of Male and Female Students Enrolled in One of the Four Languages
Towards the Other Languages and the Language They Are Enrolled in
in Response to the Statements Below

	Enrolled in German				Enrolled in German				Enrolled in Spanish			
	Boys		Girls		Boys		Girls		Boys		Girls	
	<u>T</u>	<u>F</u>	<u>T</u>	<u>F</u>	<u>T</u>	<u>F</u>	<u>T</u>	<u>F</u>	<u>T</u>	<u>F</u>	<u>T</u>	<u>F</u>
German is a very difficult and scientific language	55%	43%	39%	58%	32%	48%	50%	45%	52%	41%	56%	43%
French is a beautiful language	35%	38%	58%	22%	54%	43%	76%	26%	50%	43%	80%	21%
Spanish is easy to learn	50%	24%	58%	17%	60%	19%	64%	30%	58%	43%	60%	39%
Latin is difficult and entirely academic	55%	24%	58%	13%	49%	29%	63%	30%	68%	24%	75%	24%

* The discrepancy in percentage of statistics to reach a 100% is caused by students who expressed "no opinion"--either "true" or "false".

** "T" indicates true and "F" indicates false.

Seventy-two percent of all girls find the statement true and only 23% find it not true (5% undecided). Females enrolled in Spanish rank highest (80%), and females in German lowest (58%).

6.8 Spanish is easy to learn. There was no sharp difference of opinion between the two sexes and a general consensus seemed to exist. In all cases a large majority (of all students) find "Spanish easy to learn"; however, for the students actually enrolled in Spanish, Spanish was not as "easy" as the other students considered it to be. Students enrolled in French and German found this statement true 3 to 1, while the Spanish students found it not as easy with only 3 to 2 answering "true".

6.9 Latin is difficult and entirely academic. Here, too, we find a general consensus of opinion of males and females about Latin. An approximate majority of 3 to 1 of both sexes find Latin "difficult and academic."

6.10 In this section we want to see some of the basic differences that male and female Ss exhibit in pursuing a FL. To accomplish this, we made a cross-reference of sexes with the same questions discussed from Table 8. It will be remembered that ten statements were put to the students and they were asked to rank each statement in terms of importance for pursuing a FL.

The most outstanding statistic that emerged was related again to the question of whether students pursue language for the fulfillment of a college requirement. Table 16 shows the result.

Table 16

Percent of Male and Female Ranking "Fulfillment of College Requirement" as the 1st, 2nd and 3rd Most Important Reasons for Pursuing a FL

Rank	German		French		Spanish		3 Languages Combined	
	Male	Female	Male	Female	Male	Female	Male	Female
First	43%	44%	76%	43%	91%	57%	70%	48%
Second	33%	14%	10%	22%	9%	11%	17%	16%
Third	0%	11%	3%	10%	1%	5%	1%	9%

For each language we witness wide differences for pursuing a FL for the purpose of "college requirement." The most striking figure is that of 91% of the male Ss in Spanish pursue Spanish primarily because of a college requirement. This figure is followed by 76% of the male French students and 43% of the German students. (Perhaps the lower figure in German has to do with the high percentage of students who have a German heritage and pursue the language for reasons other than the above.)

On the other hand, there are considerably fewer girls than boys who study a FL on account of a college requirement: there are only 43% in French, 44% in German and 57% in Spanish.

This fact presents, perhaps, one explanation for the better performance of female students in FL's; that is, the female students seem to be more deeply interested in pursuing a FL for its own sake rather than for outside reasons.

The second observation here ties in with the earlier finding of attitudes of males and females towards various languages: there are considerably more male students who consider Spanish as an "easy" language (more than 3 to 1 who do not). One might stipulate that the tendency to consider Spanish easy on the part of the male students is one motivating factor for enrolling in Spanish to begin with (not for esthetic or other reasons) with the fundamental motive being that of a college requirement for FL's.

Third, we observed earlier that females saw more esthetic values in FL's and hence more "liking" for FL's in general than males, (e.g. 72% of all females found French a beautiful language versus 43% of all males.) Therefore, again it is expected females would pursue a FL more for reasons other than for "college requirement" where most males do it for the requirements' sake.

6.11 Another statement that Ss were asked to rank (reasons for pursuing a FL) was that of taking a FL "simply because of personal enjoyment of it." The distribution of response to this question also seems to support the observation above. Table 17 shows the distribution.

Table 17

Percent of Male and Female Response to Pursuing FL's for
"Simply the Personal Enjoyment of It"

Rank	German		French		Spanish		3 Languages Combined	
	Male	Female	Male	Female	Male	Female	Male	Female
1st	14%	16%	11%	28%	10%	11%	12%	18%
2nd	7%	16%	5%	7%	11%	7%	8%	10%
3rd	0%	11%	5%	7%	2%	6%	2%	8%

Again, in all categories females seemed to approach a FL with much more interest than males. In French, in particular, females' pursuit of the language primarily for the personal enjoyment of it is very high (28%).

6.12 Another statement that Ss were asked to rank in terms of importance for pursuing a FL was that of home or "parent pressure." Here, too, we find an overwhelming difference of accent between the male and female students. Table 18 shows the results.

Table 18
Indication of Importance of Pursuing a FL
Based on "Parent Pressure"

Rank	German		French		Spanish		3 Languages Combined	
	Male	Female	Male	Female	Male	Female	Male	Female
1st	17%	6%	11%	4%	1%	10%	10%	7%
2nd	42%	3%	13%	9%	9%	6%	21%	6%
3rd	5%	8%	5%	2%	1%	4%	4%	5%

We see almost in all categories that there are more males who are pursuing a FL for the reasons of home pressure than females. Note that 42% of the males in German rank "parent pressure" as the second most important reason for taking a FL (the first reason being the "college requirement"). The very high percentage here may clearly be attributed to the fact that ethnic Germans proud of their heritage, would strive for language maintenance. (Note also that for Spanish we have no distinct distribution pattern that we could generalize.)

6.13 Interest in national heritage was also one motivating fact for pursuing a FL, though not a very strong motive. Here, also, females exhibit a higher proportion for this basis of pursuing a FL than do males. Table 19 shows these results.

Table 19

Ranking of Importance for the Reason of
"National Heritage" as the Basis for Studying a FL

Rank	German		French		Spanish		3 Languages Combined	
	Male	Female	Male	Female	Male	Female	Male	Female
1st	12%	22%	0%	11%	0%	3%	4%	12%
2nd	12%	22%	3%	9%	6%	5%	7%	12%
3rd	12%	6%	0%	4%	3%	1%	5%	4%

The higher percentage of German students is again partially attributable to the higher proportion of German-speaking people in this community.

6.14 There were six other statements (cf. Table 8) that were put to the Ss and intended to further reveal the basic motives and attitudes for pursuing a FL. However, from a statistical viewpoint, these statements revealed nothing of any significance that would generalize any certain patterns of response for male and female Ss, and thus, no comment is found necessary here about them.

6.15 In several areas in this paper we made reference to the notion of "personal enjoyment," or "esthetic reasons" for pursuing a FL. In order to understand what these terms exactly constituted for the Ss, as in section 5.3, we made use of the following questions; here we were primarily interested to find out the degree of emphasis which the male and female Ss might put upon these aspects. Table 20 shows the results.

A high percentage of both male and female students find "travel" one important practical use of a FL. This feeling is particularly high among female students of French (55%) and male students of German (45%). Apparently there are only a very few students who find interest in FL's for their academic enjoyment: this is low in particular for French and Spanish where there are less than 1% who find "Reading" of any motivation for studying a FL. We also find a high percent of students who find "no practical use" for languages--especially among male students of French (24%) and male students of Spanish.

Table 20

The Primary Practical Use That Students Anticipate for
the Language They are Enrolled In

	German		French		Spanish	
	Male	Female	Male	Female	Male	Female
Travel	45%	31%	32%	55%	17%	37%
Employment	19%	22%	11%	17%	23%	30%
Contact With Native Speakers	19%	17%	9%	8%	21%	8%
Readings	10%	3%	0%	1%	1%	2%
Others	5%	5%	14%	9%	10%	3%
None	2%	8%	24%	13%	29%	18%

6.16 Finally, we found no strong contrast between males and females in having any preference in learning some specific aspects of a FL as opposed to others. The majority of both males and females thought the linguistic aspect of the FL was most important (90%). The lowest level of interest for "cultural" aspects of FL was found among girl students of French (2%) and the highest percentage of interest for "cultural" aspects was found among girl students of German (19%).

PART III

Parents' Educational Background as the Index of Rationale for Pursuing a Foreign Language

7.1 Foreign languages in high schools in the U.S. being generally viewed as strictly academic, are usually considered by parents and educators alike for the "more advanced" or the "college-bound" student. Since parents' educational backgrounds usually have a direct influence on the amount and the quality of the education of their children, we decided to examine the correlation and the extent of the parents' educational background reflected on the students' rationale for pursuing a FL.

We divided the students' parents according to educational background into three groups: those with no college experience, those where only one parent has had a college education and those where both are college graduates.

7.2 There was no correlation found between the educational background of the parents and the student's pursuit of a particular FL. We have already discussed the parents' educational background in relation to each language (cf. Table 2).

7.3 We asked each group (in respect to their parents' education) how they would view the importance of a FL. Table 21 shows these results.

Table 21

The Importance of FL for Each Respective Educational Group*

	German			French			Spanish			Not Enrolled in FL		
	H.S.	1C	2C	H.S.	1C	2C	H.S.	1C	2C	H.S.	1C	2C
Very Important	25%	25%	0%	33%	13%	3%	2%	18%	7%	0%	9%	0%
Important	50%	35%	67%	30%	43%	52%	50%	41%	44%	0%	13%	29%
Somewhat Important	25%	35%	33%	26%	34%	29%	18%	40%	33%	69%	45%	43%
Not Very Important	0%	10%	0%	13%	10%	12%	0%	15%	7%	31%	32%	29%

* H.S. = High School; 1C = 1 parent has college education; 2C = both parents are college graduates.

Contrary to one's expectation, there was no direct correlation between the parents' educational background and the students' consideration of the importance of FL's. Even the students who have had no FL showed no correlation; note that even though a much larger percentage of this group view FL as "not very important," this fact has nothing to do with their parents' education, i.e., students with all backgrounds consider FL "not very important" and not just the student with the lower parents' educational background.

7.4 As we observed above, a large percentage of students who were not enrolled in the FL's are the only ones who consider the study of FL's not important. We find, however, that the overall average academic performance of this group is considerably lower than students who are enrolled in FL's and that the former group represents the more "average" students than the latter, the "above average." Comparison of their overall grades reveals this fact:

		Students Enrolled in FL (Overall Average Grade)	Students Not Enrolled in FL (Overall Average Grade)
Grades	Grades		
	A	26%	9%
	B	55%	39%
	C	16%	30%
	D	1%	3%
	F	0%	4%

7.5 In order to determine to what extent the educational background of parents influences the students' outlook and decisions in pursuing a FL, we look at the same set of questions as in Table 8.

Unlike the striking differences exhibited in the data between the sexes in regard to reasons of pursuing FL's, the differences reflected in the groups based on the educational background of parents are more subtle and less drastic.

"Parent pressure" for causing the student to enroll in a FL was strongest among the group where only one of the parents had a college education and the other did not. It was least evident among the students whose parents did not have any college education.

7.6 The strongest reaction to the questions in this section was that toward the "fulfillment of college requirement." Table 22 shows the distribution.

Table 22
Percent of Students Ranking "College Requirement"
as the Basis for Enrollment in FL's

Ranking	H.S. Education	One Parent College Ed.	Both Parents College Ed.
1st Rank	57%	70%	72%
2nd Rank	14%	12%	18%
3rd Rank	2%	4%	6%

The only significant difference that can be observed is that students whose parents have only a high school education find "college requirement" not as big an incentive for pursuing a FL as those who have a college education.

7.7 We found no other significant pattern of contrast among the three groups. We are, therefore, led to conclude that the difference in the educational background of parents has very little effect on the way students form their rationale and outlook towards ensuing foreign languages.

8.0 Conclusion. We set out in this project to record the collection of a mass of interlocking data without any presumptions or theories about the possible outcome of any particular patterns of correlations or contrasts that might emerge. It was hoped that in this way we would not be prejudiced by our own prenotions and ideas prior to our actual findings.

It would not be easy to make a general conclusion based on the data presented in this paper. To a large extent the data speak for themselves. However, one principal, nagging message comes across loud and clear: as an educator, one cannot help but feel a strong sense of gloominess and pessimism, that the attitudes of the great majority of students in the foreign language classes project a feeling that they are there "because they have to be," be it for the reasons of "college requirements," "parent pressures," or whatever. And, unfortunately, the fundamental rationale for foreign language education which is based on cross-cultural understanding has apparently not been grasped.

It would be easy to point the finger for this failure, as has often been done, at the teachers and the educational system and find a scapegoat for the manner in which foreign languages are taught. But there is nothing worse than this. Though such an extrapolation might be justified on a minor scale, on the whole, it assigns the fundamental blame unjustifiably in the wrong place: negative attitudes toward foreign languages, as ingrained in society as those discussed in this paper, are instead preconceived for the most part, and as Garfinkel (1973) correctly points out are the result of a negative "public image," attitudes that are shaped outside the FL classroom contexts. Indeed, as my findings clearly indicate, the negative attitudes towards foreign languages are projected mainly through such personal attitudes as "college requirement," "parent pressure," socially low prestige image of FL's, etc.--forces that are obviously "built-in" and generated in the society at large and outside of the formal education context of the classroom instruction. In fact, as we have seen the most negative attitudes towards FL's were reflected through those Ss who themselves had never had any experience of FL learning at all, in which case such a criticism would clearly fall in a vacuum.

The purpose of this paper was not to search for the causes of attitudes, rather it was to delineate the *de facto* pervasive existence of attitudes. And, if we wish to find the major underlying social and psychological causes for this negativism, we cannot help but be led, to a large extent, to the inevitable and deeply and socially ingrained "melting pot" theory: a social theory that perpetuates such linguistic chauvinistic notions as "talk American," etc., a theory that in attempting to bring about diverse elements into cohesion, ironically, retards the disparate modes of self expression and individualism, and fails to promote the ultimate goal of education which is to foster "individualism"--and that at the expense of the loss of universal tolerance, compassion, and understanding for disparate cultures.

How can we as educators affect a positive process of change in attitudes? Again this paper clearly is not intended to address this issue and other qualified educators have offered various and insightful proposals; for example in the four volumes of *The ACTFL Review of Foreign Language Education*, a number of articles have addressed this issue. But it would be inexcusable

not to note here that as educators, our priorities must be such that we provide education inputs that carry us beyond the boundaries of instruction and that are pertinent to our social existence; that our tasks, as teachers and educators put us in a position to be able to change this negativism to a large degree in the classroom environment by showing language study as more than the study of language. In this way, the understanding of culture can provide an important input for the student's search for relevancy. The tolerance for diverse modes of thought and expression and the acceptance of other lifestyles, in the FL classroom, could prove to be important factors in the reduction of ethnocentricity across subcultural as well as international boundaries. It is in this context that education can truly pay tribute to the significance of man.

NOTES

¹ It is well-known that the learning of a foreign language is no longer believed to be controlled by a narrow set of linguistic criteria such as "pattern response" and based on some simple psychological construct. Rather, the learning of a foreign language, especially beyond "the critical period" (Lenneberg 1967) depends in part on such factors as the general linguistic aptitude, mental storage, motivation, teaching syllabus,...as well as on the sociolinguistic attitude that the learner has towards the target language.

² This confidence in the administration by the community was clearly demonstrated in a referendum in 1977 that had called for the splitting of the high schools in the District; the Administration vigorously had opposed it: The community defeated the referendum in a vote of three to one.

I wish to thank Scott Thielman, the computer student at John Hersey High School for his many, many hours spent helping with this survey. I would also like to thank Mr. Lee Smith, the computer instructor for his assistance in this whole project. My appreciation also extends to Dr. Maydin Bridwell, the Latin instructor and Dr. Charles Birch, the Social Science instructor for their various suggestions and to all of the foreign language and social science instructors at Hersey who made this work possible.

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- Time*, 1977, November 9.

APPENDIX A

Attitudinal/Motivational Factors in
Foreign Language StudyI. Background

1. I am a

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

2. I am a

☐ Female
☐ Male

3. Check the language you are presently taking.

☐ French
☐ German
☐ Latin
☐ Spanish
☐ Other (Please specify) _____

4. Check the box that best describes your parents' educational background.

Father	Mother	
☐	☐	High School
☐	☐	Some college
☐	☐	College graduate
☐	☐	Professional training

5. Is a language other than English spoken in your home?

☐ Yes
☐ No

6. Is the language you are enrolled in the native language of your

Parent(s)	Grandparent(s)
☐	☐ Yes
☐	☐ No

7. Is the language you are enrolled in that of your parent(s)' nationality or national heritage?

☐ Yes	If yes, ☐ Mother	
☐ No		☐ Father
		☐ Both

8. Did you have a prior knowledge of this language? (From family, friends, junior high, etc.)

_____ Yes
 _____ No

9. Is the language you are taking spoken in your home?

_____ No	If yes, is it spoken
_____ Yes	_____ all the time
	_____ most of the time
	_____ some of the time
	_____ infrequently

11. Performance

1. What is your over-all grade average?

_____ A
 _____ B
 _____ C
 _____ D
 _____ F

2. What is your average grade now in the foreign language you are taking?

_____ A
 _____ B
 _____ C
 _____ D
 _____ F

3. On the whole, do you find foreign language study--as opposed to other subjects.

_____ More difficult
 _____ Less difficult
 _____ No difference

4. Do you think that the foreign language that you have taken has been a worthwhile experience for you? In other words, if you had to do it over again, would you?

_____ Yes
 _____ No

5. Do you believe the following clichés to be true or have some foundation?

- | | | |
|-------------------------------|--------------------------------|---|
| ☐ True | ☐ False | German is a very difficult and scientific language. |
| ☐ True | ☐ False | French is a beautiful language. |
| ☐ True | ☐ False | Spanish is easy to learn. |
| ☐ True | ☐ False | Latin is difficult and entirely academic. |

6. In the course of your foreign language study has the cliché about the language you are taking been proven to be true?

- ☐ Yes
☐ No

III. Reasons for Enrollment

A. Which of the following affected your decision to take a foreign language? If more than one reason, check and then number in order of importance-- with number 1 being the most important reason.

- ☐ 1. Parent pressure or parents' desire
- ☐ 2. Your interest in your own national heritage
- ☐ 3. Fulfillment of college requirement
- ☐ 4. Simply because of personal enjoyment of it
- ☐ 5. Prestige
- ☐ 6. Friends taking it
- ☐ 7. Snap course
- ☐ 8. Because of a particular teacher
- ☐ 9. Because of scheduling
- ☐ 10. Other (Please specify reason) _____

B. Do you view the acquisition of a foreign language as being

- ☐ very important
- ☐ important
- ☐ somewhat important
- ☐ not very important

C. Is the study of this foreign language

- ☐ of primary importance in your future career (for example: foreign language teacher, linguist, etc.)?
- ☐ of secondary importance in your future career (doctor, engineer, social worker, etc.)?
- ☐ of unknown importance as you haven't any idea at all about your choice of a career?

D. What primary practical use do you anticipate for this language?

- ☐ 1. Travel
- ☐ 2. Employment
- ☐ 3. Contact with Native Speakers
- ☐ 4. Readings
- ☐ 5. Other, please specify _____
- ☐ 6. None

E. What do you feel is the primary importance of studying a foreign language?

- ☐ 1. To learn to speak
- ☐ 2. To learn everything about the structure of language including speaking, writing, etc.
- ☐ 3. To learn about the culture

APPENDIX B

Attitudinal/Motivational Factors in
Foreign Language StudyI. Background

1. I

- ☐ have never taken a foreign language.
☐ plan to take a foreign language in the future.
☐ took a foreign language previously but am not continuing at present.
 What language? _____

2. I am a

- ☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

3. I am a

- ☐ Female
☐ Male

4. Check the box that best describes your parents' educational background.

- ☐ ☐ High School
☐ ☐ Some college
☐ ☐ College graduate
☐ ☐ Professional training

5. Is a language other than English spoken in your home?

- ☐ Yes
☐ No

6. If you were enrolled in a language course before, was it the native language of your parent(s) grandparent(s)

- ☐ Yes ☐ Yes ☐ Never enrolled
☐ No ☐ No

7. If you were enrolled in a language course before, was it that of your nationality or national heritage?

- ☐ Yes
☐ No
☐ Never enrolled

11. Performance

1. What is your overall grade average?

☐ A
☐ B
☐ C
☐ D
☐ F

2. If you were enrolled in a language course before, what was your average grade?

☐ A
☐ B
☐ C
☐ D
☐ F

☐ Never enrolled before

3. Do you believe the following clichés to be true or have some foundation?

☐ True	☐ False	German is a very difficult and scientific language.
☐ True	☐ False	French is a beautiful language.
☐ True	☐ False	Spanish is easy to learn.
☐ True	☐ False	Latin is difficult and entirely academic.

4. On the whole, do you think foreign language study--as opposed to other subjects--would be

☐ More difficult
☐ Less difficult
☐ No difference

5. If you were enrolled in a language before, please state reason for not continuing.

☐ Not enrolled before
☐ Because _____

6. Do you plan to take a foreign language later?

☐ No
☐ Later in high school
☐ In college
☐ In both

III. Reasons for Not Taking a Foreign Language

- A. Which of the following affected your decision not to take a foreign language? If more than one reason, check all those that pertain and then number in order of importance--with number 1 being the most important.

- ☐ 1. No interest
- ☐ 2. No practical use
- ☐ 3. Not required in my future profession
- ☐ 4. Not required in college
- ☐ 5. Too difficult
- ☐ 6. Teacher
- ☐ 7. Scheduling
- ☐ 8. Friends aren't taking it
- ☐ 9. Other, please indicate _____

- B. Do you view the acquisition of a foreign language as being

- ☐ very important
- ☐ important
- ☐ somewhat important
- ☐ not very important

- IV. Reasons for Enrolling in a Foreign Language Previously
Answer this section only if you took a foreign language in the past.

Which of the following affected your decision to take a foreign language? If more than one reason, check and then number in order of importance--with number one being the most important reason.

- ☐ 1. Parent pressure or parent desire
- ☐ 2. Your interest in own national heritag
- ☐ 3. Fulfillment of college requirement
- ☐ 4. Simply because of personal enjoyment of it
- ☐ 5. Prestige
- ☐ 6. Friends taking it
- ☐ 7. Snap course
- ☐ 8. Because of a particular teacher
- ☐ 9. Because of scheduling
- ☐ 10. Other, please specify _____

TANGIBLE BENEFITS OF FOREIGN LANGUAGE STUDY

EUGENE F. TIMPE
Southern Illinois University
Carbondale, Illinois

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Although there is good reason to believe that foreign language study is beneficial in both subtle and direct ways, I want to start out with a pair of disclaimers.

1. Absolutely incontestible evidence, rock hard facts, are hard to come by. The confounding factors and uncontrollable variables are such in all studies made that they can at best be described as strong but not conclusive evidence.
2. Benefits vary immensely in nature according to age at which the language was learned, how it was learned, and how well it was learned.

Keeping these points in mind, we can conveniently break down the description of benefits according to the age at which most of the significant second language learning takes place--childhood, adolescence, or adulthood. We could also break the subject into languages learned, specialized language skills acquired, or degree of competency achieved in each of the four skills--writing, reading, listening comprehension, and speaking. Age of acquisition, however, incorporates some of these other breakdowns naturally, and it introduces an idea that has usefulness in helping us to decide which goals we can hope to achieve in accordance with the age and means of study. What I mean by this may not be clear now, but it will become so very soon.

The basic argument in favor of second language acquisition during childhood is that it contributes to cognitive development. A number of studies have been made in the past two decades, most of them in the last five or six years, which all indicate benefits, but not those that might be expected. One would expect that the running start that elementary school students in the now defunct FLES programs would carry through into high school. But it really doesn't. At least two studies (Oller and Nagato, 1974, and Justman and Nass, 1956) show that language instruction in the elementary school had no noticeable effect on performance in foreign language studies in high school.¹ There are a great many ramifications and confusing variables, to the point that such a conclusion can easily be questioned. One might ask, for example, at what ages were the studies begun, how long did they last, how much time did they occupy each day, and what method was used? If the method in elementary school was audio lingual with heavy emphasis on conversation, then performance in a high school course in the same language, in which the grammar-translation method is used, could not be expected to be much helped.

While the running start of second language study in elementary school may not be advantageous for high school foreign language studies, its virtues are not null and void. Certainly the conversational and vocabulary knowledge will show up later on, and the early acquaintance with language structures cannot be harmful in the subsequent study of any language, English included. The real advantages, however, are much more subtle and not so easily measured. One set of studies shows that the bilingual experience expands reasoning skills, enhances conceptualization, and improves verbal fluency in the native language (Peal and Lambert)². Another points to an improved "interfacing" ability. This, in fact, simply means that because the bilingual child has more clues to draw from, he is going to be able to make better guesses when

faced with linguistic problems. Other studies showed that "divergent" or creative thinking is strengthened.³ In one study students from two elementary schools, one with a FLES program and one without, were given the Torrence Test of Creative Thinking and the Cattell Culture-Fair Intelligence Test. The differences were significant enough to show that there is a good likelihood that under the right circumstances children's creative thinking can be enlarged through the learning of a second language. This seems to me to be potentially very rewarding. If it proves out, we have at our disposal an immediately available means for expanding creative thinking capabilities of our school children. And, as an additional benefit, those who begin foreign language study at an early age can still learn to form certain speech sounds which at a later age may be difficult if not impossible to learn.

Although the benefits of foreign language study during childhood have great long-term value, they are not easy to pin down in concrete terms. The opposite is true of high school foreign language study. Given circumstances which fall within the range of normal or usual--some kind of juxtaposition of a reasonable amount of effort, potential, and motivation, on the part of the student, along with comparable requisites on the part of the teacher and the school--at least two very specific and measurable results should accrue from the study of a foreign language. First, related subject matter skills will improve. Second, foreign language students will get better scores on SAT and ACT college admission tests. There are other sorts of payoffs, but these two come with an iron-clad guarantee as long as such undesirable variables as unmotivated or disinterested students, incompetent or lazy teachers, or unsupportive school systems are factored out. In other words, given a fair chance, these are the minimum benefits which we have a right to expect.

In support of the first claim there is a pretty fair body of evidence. At the forefront in gathering and presenting it have been the teachers of Latin. Eight of their studies have been summarized in one study by Rudolph Masclantonio,⁴ and the results showed overwhelmingly that the study of Latin conferred significant advantages in academic skills. These studies used both elementary and secondary school students. Typically, they were done over an extended period of time, from one to three years, and they were based on the before and after assessments of the academic performance of members of parallel control groups. From the broad array of statistics which constitute the raw results of these studies, several general results can be extracted. Primarily, Latin, as expected, had a salubrious effect on English language skills. We can all readily imagine, I'm sure, how knowledge of English grammar, vocabulary, reading, spelling and writing must have improved. Of course the question could be raised of whether or not the inculcation of Latin isn't a subtle way of "teaching to the test," the premise being that all the varied testing instruments, of which there were many, were really slanted towards just the sort of knowledge one acquires in a traditional educational system which includes Latin. There may be some validity to this point of view, and yet one wonders how it can be reconciled with gains which the Latin students made in mathematics, science, and social studies. Perhaps these can be explained by the language components to all of these disciplines. That is to say, a better understanding of the English language can be useful in working out word problems in mathematics, and a knowledge of Latin can help greatly in the vocabulary of the natural sciences as well as social studies. Perhaps it is only that oblique sort of assistance that Latin renders a student in

subjects other than languages. Yet it constitutes an improved tool of communication with which the student can work, and it is not to be decried even if it is not pure panacea. And together with the uncontested language skill tool, it provides the student with strong advantages.

Since making studies of this sort seemed to be the thing to do, I launched into one of my own.⁵ Alarmed by the reports of declining scores on college admission tests, and wondering if there could be any connection between this phenomenon and the trend towards cutting back on foreign languages in high schools, I decided to enlist the computer in examining the matter at my own university. Basically, what I did was to use the ACT test scores to see how students who had studied foreign languages scored in comparison to those who had not. At the beginning of the ACT test there is a "Student Profile Section" wherein students answer a number of questions. One set of questions asked them the number of half years they had studied Spanish, French, German, and "other." A total of 7,460 students were in this category. As would be expected, their ACT scores were high, and the more foreign language they had studied, the higher the scores got.

But, that wasn't the end of the trail. A very important question was left unanswered. Were these high scores the result of foreign language study or were they the result of the fact that this was a brighter group of students than the normal? It is generally agreed that superior students are more likely to take foreign languages. I was able to separate the students, however, into two groups--the obviously brighter students and those who were not. This separation was done with the help of three questions from the profile section. One asked for their class standing, another for their grade point average, and the third for a description of the level of their program of studies--vocational, college preparatory, or whatever. Assuming that those who were in a college preparatory program, were in the top quarter of their class, and had an A or B grade point average were the brighter students, I was able to identify a group of 1,726. Those at the other end of the spectrum constituted a group of 1,538. The next step was to look at the ACT test scores for each of these groups. As expected, scores in English were benefited by foreign language study in both cases, and as anticipated, the more study undertaken, the more benefit. But there was one very big surprise, one which I think is significant. It was that the students from the lower group received the greater benefits. While the top group improved its English and Composite scores by 2.2 and 1.2 respectively, from four years of foreign language study, the bottom group improved its English and composite scores by 4.6 and 3.5 under the same conditions. In other words, the lower group gained more than twice as much from foreign language study as the upper group. If this can be confirmed by other studies, it constitutes very important news. And, incidentally, if it had not been for the computer, I would still be totaling up scores by hand and there wouldn't have been any news of any sort to report for a long time to come.

Up to this point we have talked about the benefits that foreign language study have for the cognitive processes of children, the usefulness of foreign languages in augmenting or enhancing subject matter skills at both the elementary and secondary level, and the boost that it gives students when they are taking college entrance exams. But what about the effect of such study during the college years and afterwards? While to some extent, especially during the undergraduate years, it remains a part of the total intellectual development,

its function gradually becomes more that of a tool. While studying a foreign language an undergraduate student may well learn about the history and culture of another nation, but a graduate student is likely to learn the foreign language so that he can read anthropology essays in Spanish, or chemistry articles in German, or physics journals in Russian, or literary criticism in French. An agriculturalist or engineer or educationist may need Portuguese or Malaysian, or French, but he needs it for very specific and defined purposes and he needs to acquire a functional use of the language in a very short time. A social service worker or policeman or doctor may need to learn Spanish, but his concern is not so much with getting to know a different culture but rather in acquiring a linguistic tool. In adulthood, the needs for foreign languages range from nil to overwhelming, any one of hundreds of languages could be involved, and the payoff can range from minimal to life and death. It is really a pity that there is no really effective and universally available means to which adults can turn when the need arises to gain a functional knowledge of some given language in a short time. As for the benefits in adulthood, they are tied to so many variables that it is possible to say only that they can range from nothing to enormous.

One thing is certain--the effort required for any such benefits will be much greater for an adult who encounters foreign languages for the first time than for the adult who has been exposed to foreign language study throughout his childhood and youth. If one were to fashion the perfect program for maximizing benefits of foreign language study while at the same time minimizing the labors required to attain such benefits, it would go something like this: early childhood exposure, at home and at school, to a Romance language, culminating by time of entrance into secondary school in basic fluency in the language. The study of Latin for at least two years in secondary school, which study would be made much easier by the previous acquisition of a Romance language. At college, the introduction of a Slavic, Germanic, or Oriental language. Learning this language would be greatly eased by the cognitive, aural, and structural linguistic knowledge gained earlier. With adequate motivation and professional guidance, no students could fail to benefit from this sort of program of studies, and at the minimum expenditure of effort.

NOTES

¹John W. Oller, Jr. and Naoko Nagato, "The Long-Term Effect of FLES: An Experiment," *The Modern Language Journal*, 58 (1974), 15-19 and also Joseph Justman and Martin L. Nass, "The High School Achievement of Pupils Who Were and Were Not Introduced to a Foreign Language in Elementary School," *The Modern Language Journal*, 40 (1956), 120-123.

²Elizabeth Peal and Wallace E. Lambert, "The Relation of Bilingualism to Intelligence," *Psychological Monographs*, 76 xxvii (1962).

³Richard G. Landry, "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," *The Modern Language Journal*, 58 (1974), 10-15.

⁴Rudolph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," *Foreign Language Annals*, 10 (1977), 375-382.

⁵Eugene F. Timpe, "The Effect of Foreign Language Study on ACT Scores," *ADFL Bulletin*, 11, No. 2 (1979), 10-11.

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LANGUAGES, THE PUBLIC, AND THE MEDIA

CHARLES J. JAMES
University of Illinois
Chicago Circle
Chicago, Illinois

FL013038

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Introduction

There are over 2000 newspapers in the United States which appear on at least a weekly basis. In addition there are over 100 news and general interest magazines which appear. There are over 1000 radio and television stations licensed for commercial purposes in America as well. Of all these relatively few are devoted exclusively to printed material or broadcast time in languages other than English. Yet those media which do make use of foreign languages are in strategic places and serve audiences with substantial economic and cultural stability. It is the purpose of this paper to discuss briefly where these media are, who uses them, and what their impact is on the communities in which they are located.

The use of newspapers, radio, and television in connection with foreign language instruction has been the subject of a number of articles in professional journals. The reader is referred to James & Lange,¹ Jenks,² and Mollica³ (1979) for further ideas. Although it is not the primary focus of this paper, at the end I will make a suggestion related to second languages, the public, the media, and the foreign language teacher.⁴ In many cases it was difficult to obtain in-depth information.⁵ The concentration on one or two urban areas is designed to give a clearer focus to the kinds of use that print and broadcast media demonstrate with reference to second languages. The reader is urged to relate what is about to be said to his or her own particular community, to the extent that the community is not explicitly referred to here.

Newspapers and Magazines

Newspapers in second languages cover the same variety of subjects that English-language print does. However, there are differences. Most second language newspapers are centered in metropolitan areas whose target language populace may be of one age group or socioeconomic background. Frequently this tends to be older people who wish to maintain contact with the "old country" and whose interests may differ quite a bit from those of the wider populace, even in the given ethnic group. On the other hand a newspaper which serves more than one region, such as the Latvian *Laika* has the same variety of news that is found in general circulation papers.

One area in which most second language newspapers are similar is in advertising. Advertising is expensive. Since newspapers thrive financially on advertising income the rates can be quite high. A single group with few members and even less money cannot expect a potential patron to spend a lot of money on advertising in a second language when he/she knows that it will reach only a few people. Thus ads in second language newspapers tend to be small in format with simple type and brief messages, or else photo-offset montages of the "home-made" variety. Full page ads are rare, although ads of that size in English are common enough. In addition, if a patron wants to have an ad inserted in English, without a second language version, it would rarely be refused on linguistic grounds alone! This is less true for languages such as Chinese or Japanese which do not use the same orthographic conventions as most European languages.

Newspapers in languages other than English have existed in the United States since the founding of the republic, and before. The first newspaper in German, the *Germantowner Zeitung*, began in 1739 in Germantown, Pennsylvania. The first newspaper in French, the *Courier de Boston*, began circulation in 1789 in Boston, Massachusetts. In the nineteenth century a number of ethnic groups started newspapers in their native languages such as the *Cymbro America* in Welsh (1832 in New York), *El Crepusculo* in Spanish (1835 in Taos New Mexico), *Nordlyset* in Norwegian (1847 in Muskegon, Wisconsin), *L'Eco d'Italia* in Italian (1849 in New York), *Slovan Amerykansy* in Czech (1860 in Racine, Wisconsin), *Amerikansko-Slovenske Noviny* in Slovak (1861 in Pittsburgh, Pennsylvania), and *Echo z Poliski* in Polish (1863 in New York). The first newspaper in Yiddish was *Die Juedische Zeitung* published in New York starting in 1870. Danish had its *Det Danske Pionner* in Omaha, Nebraska (1872). The Lithuanian community started *Lietuwiszka Gazieta* in New York (1879). The Latvians had *Amerikas Vestnesis* in Boston (1896). The earliest non-Indo-European languages to be represented by newspapers in the United States include Hungarian with *Szamusottek Lapja* (New York, 1853), Finnish with *American Suomainen Lehti* (Hancock, Michigan, 1876), Armenian with *Arekag* (Jersey City, New Jersey, 1887), Chinese with *Chinese World* (San Francisco, 1891), Japanese with *Ensei* (San Francisco, 1891), Arabic with *Kaukab America* (Boston, 1892) Estonian with *Eesti American Postimees* (New York, 1897), and Korean with *Hanin Sisa* (Honolulu, 1905).⁶ Most of these are no longer in existence under their original title. The oldest second language publication in the United States is the *France Amerique. Le courrier français des Etats-Unis* which began publication in 1827 in New York, where it is still published.

Today there are 386 publications, including newspapers, magazines, and newsletters, in languages other than English published in the United States. With an additional 246 which are bilingual, this makes 632 periodicals which use languages other than English as their main vehicle of communication. The majority of these appear monthly (172), although a sizeable number (157) appear weekly, with only 47 appearing daily, of which 35 are monolingual and 12 bilingual with English.⁷

The largest number of second language publications are general newspapers, presenting the same kind of news of local and national events, international events (though emphasizing the home country), editorials, poetry, short stories, crossword puzzles, etc. Other publications include political journals, religious publications, scholarly and education periodicals (excluding, however, those journals published for foreign language teachers, such as *German Quarterly* or *Hispania*) youth-oriented periodicals, and sports magazines. Examples of the variety of languages used can be illustrated by a sample of publications currently in circulation. The ethnic group most frequently represented in terms of the number of periodicals in circulation is the Jewish group, with 141 only 5 are printed entirely in Hebrew (one more is published in Hebrew and English), 17 are printed entirely in Yiddish (six more are Yiddish and English), one appears in German (*Aufbau*) in New York. The rest appear in English.

In terms of second language overall circulation, Spanish, with over 1,500,000 readers, is by far the largest. However, in terms of the number of newspapers and periodicals in second languages, Ukrainian, with 55, is the

largest. Ukrainian may thus have fewer readers, but they are divided up into a sufficient number of interest groups to warrant many different publications. After Ukrainian with 55 publications comes German with 40, followed by Spanish with 28, followed by Polish and Italian with 17 each.

In all there are 48 different languages represented in newspapers, magazines, newsletters, and other periodicals in the United States. New languages have been added since the survey by Wynar and Wynar, quoted above, including Vietnamese, which publishes *Dat Moi* in Seattle.

Most of the periodicals listed are concentrated in specific geographical areas, such as New York (for most languages), California (for Spanish, Chinese, Japanese), Illinois (Lithuanian, Czech, Slovak, Polish), and southeastern Michigan/northwestern Ohio (many East European groups). Minnesota and Wisconsin seem to have the highest concentration of Swedish, Danish, Finnish, and Norwegian periodicals. Some periodicals are geared to the second language speakers in that one area, such as the German *Milwaukee Deutsche Zeitung* and the *Milwaukee Herald* or the Chinese *Chung Kuo Shi Pao* in New York. Others, such as the Latvian *Laiks* and the French *France-Amerique*, are geared to a larger, multiregional audience.

Radio and Television

As of 1977 there were 4497 AM and 3743 FM radio stations in the United States. In addition, there were 984 over-the-air television stations, both VHF and UHF, commercial and public.⁸ Only a handful of the radio and even fewer of the television stations broadcast exclusively in second languages. Notable exceptions include a number of stations in the Southwest, particularly in the Albuquerque, Santa Fe, Phoenix, and Los Angeles areas, which broadcast in Spanish, as well as two radio stations (KOHQ and KZOO) and one television station (KIKU-TV) in Honolulu, Hawaii, which broadcast in Japanese. (KOHQ broadcasts in Korean on Sunday mornings!). For the most part broadcasts in the United States of entertainment, news, current events, educational material, etc. in second languages is restricted to short blocks of time (one to two hours), usually in non-prime time, and on the radio. Otherwise, the public's exposure to second languages is through educational programming consisting of instruction in a second language, such as PBS' *Villa Alegre*, or second language learning instruction, such as WOSU (Columbus, Ohio) daily broadcasts of instruction in Spanish, German, and French.

There was no information readily available to this writer as to the history of second language broadcasting in the United States. Even an otherwise thorough and readable source such as Sterling & Kittross does not mention broadcasting in languages other than English, except to indicate in a table that "foreign oriented" radio broadcasting in 1925 amounted to 0%, with a rise to 0.5% in 1932. Without further documentation, it is probably safe to conclude that most non-English broadcasting did not commence until after World War II. Until that time the United States suffered from a very virulent case of xenophobia, which unfortunately still flares up occasionally even today. A number of stations in the Southwest, such as the Spanish language station KIFN in Phoenix have been on the air for over 30 years, so that it is safe to conclude that second language broadcasting in the United States is at least that old.

Radio is the more common of the two broadcast media used by speakers of other languages. Because, however, of the relatively small numbers of speakers of a given language in a community, those stations which broadcast in languages other than English do so for short periods of time with highly compact content. Frequently a station will broadcast programs in three to four languages in a row, with perhaps 30 minutes to 2 hours allotted to a language. In addition, most broadcasts of this nature are on private commercial stations which operate on income generated by advertising. This creates an interesting paradox in the case of programming in second languages. A small but concentrated group of listeners exist in a potentially large market of other, English-speaking listeners, who might also tune in from time to time. The result: most advertisers on second language broadcasts present their message twice, once in the second language, once in English--or only in English especially if no one is available either to translate the commercial into the second language or produce it originally in the language.

Spanish

Spanish represents a very special case in terms of the public and the media. Because the Spanish-speaking populace of the United States is very large and very diverse in age, education, origin, and interests, the media which serve it are as extensive as equivalent English-language contemporaries. Certain concentrations are, however, worth noting. The largest group is found in the Southwest, particularly in New Mexico, Arizona, and California. Another group is the Cuban population of Florida, and a third is the Puerto Rican population in New York (and in Puerto Rico, of course!).

There are newspapers in all major urban areas in Spanish, such as *EL Diario-La Prensa* in New York, *El Hispano* in Albuquerque, *La Raza* publications in Chicago, and *La Guardia* in Milwaukee.

As for radio and television, the extent of broadcasting in Spanish is evidenced by the fact that there is an entire television network, "SIN National Spanish Television Network" with headquarters in New York, feeding by satellite over 100 hours weekly of news, sports and entertainment from the entire world to dozens of Spanish-language affiliates in the United States. There are also a number of small but active radio networks, of which the largest is "the Caballero Radio Network" with 51 stations covering all major concentrations of the Spanish-speaking population in the South, the Northeast, and the Chicago area.

The kind of audience reached by Spanish language broadcasts can be summed up in a letter received from Mauricio D. Mendez, President of KIFN Radio in Phoenix, Arizona. He writes:

Speaking for our station, KIFN, we reach primarily the 25-49 Mexican-American demographic group. Although we are actively seeking more and more of the 18-24 Hispanic, who represent the largest demographic in our community. To achieve this, we have created a unique CONTEMPORARY SPANISH format, a blend of Spanish music (there are as many varieties as in English), local news and events and even a two hour daily talk show,

In which a bit of everything is discussed, with direct participation from the audience. Our main objective is to promote our culture through our language and music, and to raise our self-esteem encouraging education and participation in the Political process. It is estimated that two thirds of the Hispanic population listen to Spanish Radio during the course of one week.⁹

In a recent article Galloway¹⁰ suggests that those involved in the instruction of foreign language make active use of the public media in their communities. The main concern is that teachers can help boost interest in foreign languages by publicizing their activities through the media. In many ways those involved in foreign language teaching should indeed make use of the facilities already available in second languages to spread word of their and their students' work to the general public. At the same time they should make use of the second language media in their communities in their foreign language instruction. Admittedly this is easier for Spanish in most regions of the United States, as well as for German in certain urban areas. Again, the reader should investigate the second language media in his/her immediate area to see that contributions both second language speakers and foreign language teachers can make to each other's activities.

NOTES

¹Charles J. James and Dale L. Lange. The Use of Newspapers and Magazines in the Foreign Language Classroom. Focus Report 31. New York: MLA Materials Center, 1974. 15 pages. (Abstract in *Research in Education*, 10, 2 (1975), 70. EDRS: ED 096 849).

²Frederick Jenks, "Foreign Language Materials: A Status Report and Trend Analysis," in Gilbert A. Jarvis, ed. *Perspective: A New Freedom* (Skokie, IL: National Textbook Co., 1975), pp. 93-128.

³Anthony S. Mollica, "Print and Non-print Materials: Adaptation for Classroom Use," in June K. Phillips, ed. *Building on Experience--Building for Success* (Skokie, IL: National Textbook Co., 1979), pp. 157-198.

⁴Throughout this report the term "second languages" will be used. The reason for this is that many of the users of second languages in the United States are not foreigners, nor is the majority of print and broadcast material aimed specifically at "foreigners" in the usual sense of the word. "Foreign language" will be used to refer to languages taught in a formal school setting.

⁵The author wishes to thank the Chambers of Commerce of the cities listed in this report for supplying much of the information on the use of second languages in their communities.

⁶Lubomyr R. and Anna T. Wynar, *Encyclopedia Directory of Ethnic Newspapers and Periodicals in the United States*. 2nd ed. (Littleton, Colorado: Libraries Unlimited, Inc., 1976), pp. 16-17.

⁷*Ibid.*, p. 23.

⁸Christopher H. Sterling and John M. Kittross, *Stay Tuned: A Concise History of American Broadcasting* (Belmont, California: Wadsworth Publ. Co., 1978), p. 439.

⁹Mauricio D. Mendez, personal communication, 1980. See also *The Hispanic Decade: Spanish Broadcasters to Build on Advertisers' Successes*, a special issue of *Television/Radio Age*, Dec. 10, 1979.

¹⁰Vicki B. Galloway, "Public Relations: Making an Impact," in June K. Phillips, ed. *Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education* (Skokie, IL: National Textbook Co., 1980), pp. 15-42.

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FOREIGN LANGUAGES IN THE MARKET PLACE:
BUSINESS GERMAN

VIRGINIA M. COOMBS
Bucknell University
Lewisburg, Pennsylvania

FL013039

Studies in Language Learning (1981), 3, Pages 91-96.

With the publication of the President's Commission on Foreign Language and International Study in November, 1979, there has been an increase in the attention paid to the content and scope of foreign language curricula at both the secondary and post-secondary level.¹ America's incompetence in foreign language has not only been the concern of educators, but has received attention from the news media as well. In a recent syndicated column appearing in the *Indianapolis Star*, columnist Sally Cates states, "in the face of growing interdependencies, political and economic, Americans are woefully ignorant of foreign languages."² The article cites statistical data from the commission's report which include the following information: 15 percent of American high school students now study a foreign language--down from 24 percent in 1965; only 8 percent of American colleges and universities now require a foreign language for admission, compared with 34 percent in 1966; foreign affairs agencies are concerned about the quality of new recruits and the increased costs associated with necessary foreign language training.³ Several anecdotes are recounted in the article which point directly to the inability to communicate in a foreign language as the source of public embarrassment to American business executives and political figures. Financial columnist Sylvia Porter has counseled about selecting a college major and planning a career. She says, "...there is one move you can make as a form of 'insurance' for just about any career. Learn a foreign language."⁴ She cites as supporting evidence for her advice the dollar amounts which foreign companies now invest directly in American business and the profit figures for U.S. corporations doing business abroad. In February, 1980, the *New York Times* carried an article which recounted the number of job opportunities requiring foreign language skill which went begging owing to a lack of foreign language training.⁵ Students graduating from American colleges and universities in liberal arts fields as well as in business do not possess the foreign language skills which would give them the competitive edge in the international marketplace.

The inability to speak a foreign language has received much attention, while little or no mention has been made of the attempts on the part of foreign language educators to respond to this dilemma. Foreign language departments are responding to the problem by reviewing their present curricula and introducing new courses which will prepare students not only for the more traditional careers in teaching but also for those careers in which facility in foreign language is viewed as a complementary skill. The survival of many foreign language programs in American colleges and universities will depend upon their ability to adapt course offerings to the career plans of today's students. The desire to establish contact with other university departments with which foreign language programs have had little contact was cited recently in the *Chronicle of Higher Education* in a front-page story devoted to the future of foreign language education at the post-secondary level.⁶

A popular curricular innovation for German language programs is the addition of Business German language courses. The rationale for expansion in this direction predates the statistics made public in the President's Commission report. Professor Carson Varner, a member of the College of Business faculty at Illinois State University, addressed the issue at the annual state meeting of the southern Illinois chapter of the AATG in April, 1978. He gave compelling reasons for an active knowledge of German and for the cultivation of the German economic market in today's business world: "From a business

point of view, German is, after English, the most important language in the world.⁷ The economic product of the German-speaking world, the annual production of goods and services in the economy, is second to that of the English-language group. "No reasonable business person would ignore a market that large."⁸ Varner cited 1978 statistics for trade between the United States and the Federal Republic of Germany (FRG), dollars invested in plants and equipment in the FRG, and reciprocal investments in the U.S. "This trade and investment must be carried on, managed, and directed by persons familiar with both languages and cultures."⁹

It is precisely this familiarity with both the language and the culture which provides the content for Business German language courses.¹⁰ Business is conducted within cultural parameters, not in a vacuum. Business customs, practices and management structure evolve from a particular cultural base. The fundamental principles of marketing, management and finance can be left to the content experts in business schools and commerce departments. The realities of the job market in international business are such that Americans entering the field are likely to find better opportunities working for German-affiliated firms in the United States, "since their numbers are growing rapidly."¹¹ This fact does not decrease the importance of a thorough familiarity with the language and the culture. Let us turn our attention to the specific content areas which should be included in a Business German course.

A knowledge of contemporary German culture is not synonymous with the content of traditional German civilization courses which are currently a staple of undergraduate German major programs. The knowledge of customs and habits as they relate to commercial concerns must transcend the 'travel poster' concept of the FRG. The cultural content appropriate for a commerce-oriented course must focus on the culture viewed in terms of economic geography. What information must the student know about the FRG in order to function effectively in the corporate world? Below is a list of the types of questions which focus on the economic geography of the FRG.

1. Where are the industrial centers located?
2. What raw materials are available locally?
3. What raw materials must be imported, no matter what product is produced?
4. What means of transportation are available to ship the product and at what cost?
5. What export possibilities exist? How will exporting be accomplished? Where are the ports, what are the access lines?
6. What competition for products already exists within the European Common Market countries?
7. Where does the work force come from?

The answers to these questions do not require special knowledge of commercial business practices, but fall well within the area of *deutsche Landeskunde* and a knowledge of the contemporary German scene. Questions 1-3 form a unit on geography and natural resources. Information is easily obtained from encyclopedias or free publications like *Tatsachen über Deutschland*, which are available from regional consular offices. Studying the systems of transportation within the FRG encompasses the answers to questions 4 and 5. Information about the rail system can be obtained through the New York office of the German Federal Railway. Additional instructional materials available from Inter Naciones, free or at a minimal cost, are excellent for presenting an accurate picture of Germany's economic geography. The slide-tape series "*Wer kommt mit? Eine Reise durch die Bundesrepublik Deutschland*" can be used at all levels of instruction. Since the economic situation of many western European nations is intimately connected with the decisions made by the member nations of the European Common Market, the role of this organization in international business with special emphasis on the position of the FRG establishes a framework in which Germany's place in the world market can be studied. Unique to the commerce of the FRG is the role of the *Gastarbeiter* and the composition of the present-day labor force. Once again the Inter Naciones organization is a vital source of information on these topics.

Another content area which a Business German course must address is language usage as it relates to business practices and the corporate structure of the German firm. The focus is on the expansion of active vocabulary. The student must be prepared to conduct two-way correspondence, which means not only acting as a translator for communications received, but also composing suitable replies. A thorough familiarity with financial and technical terminology and the concepts which define German management structure are essential components of this specialized vocabulary. The language teacher, however, does not need an additional degree in Business Administration to prepare materials for the classroom. There is currently available a number of useful bilingual reference works which align American business terms with their German counterparts, while also pointing out those instances in which terms and concepts do not overlap or correspond on a one-to-one basis.¹²

A unit on commercial correspondence focuses on the language, style level, and format of business communications. Selected example letters available in current texts such as R. Sachs, *Deutsche Handelskorrespondenz* (München: Hueber, 1969) form the nucleus for classroom activities. The emphasis must be on active vocabulary acquisition, not passive memorization exercises. The writing skills are developed initially in a tightly structured framework and require the students to respond to composed texts presented in a sequence which reflects the level of difficulty. Intermediate and advanced-level correspondence projects place greater demands on the students' creative use of language in composing original texts with minimal use of reference works. These writing projects may be coordinated with other projects, some of which are described below.

An imaginative approach to developing active use of commercial language is achieved through extensive use of primary sources which supplement textbook exercises. The financial sections of major German-language newspapers and magazines such as *Die Zeit*, *Frankfurter Allgemeine Zeitung*, *Der Spiegel* or

Wirtschaftswoche provide excellent contextual examples of financial terminology. Copies of annual reports from major German companies and financial institutions such as Bayer, Telefunken, Siemens and Deutsche Bank are also available upon request. Primary materials need not be limited to printed sources. Promoting relations with the local Chamber of Commerce, especially in large metropolitan areas, frequently provides access to the real-world international business community. If, for example, this group is interested in attracting German businesses to the area or marketing a locally manufactured product in the FRG, this information can be used as the basis for several types of classroom activities. Developing materials which promote the local environment as an attractive setting for business involves correspondence, research on the pertinent economic and geographic details, and the ability to relate the local culture to that of the foreign one. Some of the same activities are involved if the project is designed to market a local product in the FRG. Here too a knowledge of the foreign culture is crucial for projecting the reception which the American product will receive, as well as knowing what competing products exist. If German-affiliated businesses are already located in the area, then management personnel can be invited to speak about German and American business practices. This first-hand exposure is more productive for understanding differences and similarities in management structure than passive memorization of lists of corresponding terms. The business expert in the classroom not only provides concrete examples and face-to-face contact but also establishes rapport between the academic and business communities. When local opportunities to observe international business operations are not available, similar types of projects may be designed in collaboration with fellow faculty members in the business school or commerce department. Learning is maximized because of the contributions both of the content expert in business and the language teacher.

Foreign language curricula can adapt to meet the career goals of students enrolled at post-secondary institutions. The resources and educational materials are available. Business German language courses increase the curricular options for students and at the same time address current needs of the international business community. These courses seek to develop the professionally-oriented language skills of the undergraduate and graduate business administration major who upon graduation will compete for entry-level jobs in firms which are active in international business.

The benefits of a Business German language course extend beyond the confines of the academic community by taking full advantage of the opportunities existing within the geographic area in which the college or university is located. Bringing together the language student and the business community establishes an environment in which a meaningful exchange of views and ideas can take place. Second language proficiency in the commercial sphere provides 1) the communicative competence to meet and interact with persons in a non-English-speaking environment, 2) the cultural sensitivity necessary to function in a non-English-speaking community, and 3) the communicative competence to interact and conduct business efficiently with professional counterparts and business associates. Recognition of the value of second language proficiency for commercial purposes will begin to close the gap and quell the criticism levelled at the monolingual American society.

NOTES

- ¹Strength Through Wisdom. A Critique of U.S. Capabilities. November, 1979.
- ²"Translating Languages Into Big Business," 7 December, 1980, Sec. 5, p. 7.
- ³Strength Through Wisdom, p. 7.
- ⁴"Your Money's Worth," Bloomington *Herald Telephone*, 18 November, 1978, p. 16.
- ⁵Elizabeth M. Fowler, "Language Skills Now in Demand," 20 February, 1980, Sec. D, p. 15.
- ⁶Beverly T. Watkins, "Foreign-Language "Scholars Optimistic that Changes Are Reviving Their Field," 12 January, 1981, p. 1.
- ⁷"The Value of German Study from the Perspective of Modern International Business." Southern Illinois Chapter AATG Meeting, Eastern Illinois University April, 1978.
- ⁸*Ibid.*
- ⁹*Ibid.*
- ¹⁰Business German language courses can be introduced at any level of the foreign language curriculum. The ideas presented here are focused on the intermediate to advanced level.
- ¹¹Alan Galt, "Careers in International Business," *Newsletter on Education* (Goethe Institute), Vol. 4, No. 11 (March, 1980), p. 8.
- ¹²See Alan Galt, "Books for Business German," *Die Unterrichtspraxis for the Teaching of German*, 10, No. 2, (1977), pp. 49-52. Reference works not listed here include Peter Linnert, Ute Müller-Seydlitz and Fritz Neske, *Lexikon angloamerikanischer und deutscher Management-Begriffe*. München: Wilhelm Heyne Verlag, 1972) and Erich Weis and Eva Haberfellner, *Business Vocabulary for All: English-German* (Stuttgart: Ernst Klett Verlag, 1975).

FOREIGN LANGUAGES IN THE INTERNATIONAL MARKET:
A BUSINESSMAN'S VIEW

EDWARD H. SCHMITT
President
McDonald's Corporation
Oak Brook, Illinois

Studies in Language Learning (1981), 3, Pages 97-98.

[Mr. Schmitt, who gave his excellent presentation at the IFLTA conference extemporaneously, consented upon the editor's request to submit a brief statement on the needs of language skills in international markets. While it does not carry the force of his personal address, Mr. Schmitt's statement nevertheless clearly points out a need that foreign language courses ought to serve. Here is a "public", i.e. the business community, which will buy and pay handsomely for linguistic skill, especially when joined with training in commerce. Can language teachers afford to ignore such pleas?]

1. Business conducted in the international arena poses similar problems to domestic trade. The difference being the language of the country in which the business is transacted.
2. It is necessary for the businessman not only to understand the technical aspects of his trade, but also the cultural nuances of the arena in which he operates. Too often domestic firms master the technical aspect without understanding the language and the cultural differences of foreign countries.
3. We often understand the use of another language outside the U.S. But, there is a whole world of commerce, and need for linguistic ability to be plied within our own country, as representatives of foreign governments and business.
4. In American business there is a continuing drive to address the many publics which our companies serve. The publics of shareholders, employees, customers, and governments. In international business, American industry communicates with that particular public, the only difference is it does so in a foreign tongue.
5. Why then are American firms plagued by the absence of employees who can apply their trade in the language of another country? The basic educational flaw has been that foreign languages, in all levels of academic achievement, are sold to students for the purpose of academic credits. Seldom is the application of these languages understood as enhancing one's paycheck. Few students understand the benefits of a foreign language in both domestic and foreign trade.
6. Today, McDonald's Corporation operates in twenty-three foreign countries and territories. We look toward our employee personnel base for those individuals capable of communicating in the language of those countries in which we do business.
7. It is to American businesses' interest that students understand the value of speaking another language. To assist students to achieve foreign language abilities, our company will ask state and federal legislators to put greater funds behind this endeavor. It is also necessary for boards of education to re-establish language courses that have been deleted in recent years.

SELLING TO THE HISPANIC MARKET IN THE U.S.A.:
LINGUISTIC SKILLS PAY OFF

MARGARITA GARCIA
O.M.A.R., Inc.
Chicago, Illinois

Studies in Language Learning (1981), 3, Pages 99-102.

[This paper was presented by Ms. Garcia of O.M.A.R., Inc. (Operation, Market Advertising Research), a Chicago company, to the 1980 annual meeting of the Illinois Foreign Language Teachers Association, which discussed a variety of issues for foreign languages and international studies under the theme "From International Perspective to Illinois Focus."]

Buenas tardes, para mí es un placer estar aquí con ustedes. I am grateful that I can speak a foreign language and so will you since my foreign language happens to be English.

The need, the importance and the advantage of knowing more than one language is evident to me in my daily work activities. Perhaps the best way for me to illustrate this is to share with you some thoughts about the role of the Spanish language and culture in the field of advertising today. In 1970 O.M.A.R., Inc., my employer, envisioned the importance that the Spanish-speaking population was to have in our society, culturally as well as in numbers. Very few were willing to accept that fact as inevitable then. A decade later we see that Hispanic-Americans are beginning to be recognized as the second largest minority by almost every segment of American society. Evidence of this is the space allocated in the American media, including *Time* and the *Wall Street Journal*, to the subject of Hispanics, the national debates about undocumented workers and the importance of foreign-language education in our schools.

In sheer numbers this is what has happened: According to the 1970 Census of population there were 259,000 Hispanics in the City of Chicago and approximately 9 million in the United States. By 1980 it is estimated that the numbers will have reached 750,000 in the City of Chicago and close to 12 million nationwide. As we can see the Hispanic population is growing faster than the national rate. As a group we are:

1. more urbanized than the total population;
2. younger: 42% are under 18 years of age;
3. not as well educated as the total population, yet young Hispanics are better educated than their parents; and
4. predominantly blue-collar workers although 1 out of every 4 is a white-collar worker and Hispanic females are primarily white-collar workers.

Now, at a more practical level the future of marketing to Hispanics in the United States is likely to be affected by several factors such as the advertisers, their agencies, the media, the consumer, the researcher, and essentially the professionals who are knowledgeable in the Spanish language and culture who can interrelate all of the above. Advertisers are now more aware of the need to communicate to Hispanics but uncertain about how to proceed since their source of advice in these matters--the large advertising agency--does not know what must be done, how to do it, and most importantly, how to do it with profitability. In this respect the self-interest of the large advertising agency is doing a disservice to the advertiser and to the natural growth of advertising to Hispanics.

Still, many advertisers believe that they need some advertising in Spanish for "public" or "community relation purposes." In effect, the public relations departments of large corporations are the only ones giving sound advice to the advertisers. This is not enough, though, and in some cases a waste, if the advertiser does not follow up its corporate advertising with marketing-advertising.

The trend is that advertisers are becoming aware of the Spanish market and of the need to reach it the right way, i.e. following a market segmentation strategy developed by bilingual, bicultural professionals. We hope to see in the near future more large advertisers committed to addressing the Spanish consumer. In my particular experience, O.M.A.R. has tripled the number of accounts in the last nine months, facing, for the first time in our history, the reality of not having a "sales" problem. This is very encouraging.

Another reason preventing major corporations from advertising in the Spanish language has been the perceived lack of available national media. Nevertheless today, several television stations dedicate anywhere from 70 to 100 percent of their air time to Spanish programming and we have seen the organization of the first Hispanic nationwide television network: SIN (Spanish International Network).

Spanish-language radio is widely recognized as a very effective media to reach Hispanics. Locally radio is gaining strength in most markets with a high degree of penetration. Print is the least developed media nationally. However, we are fortunate in Chicago to have publications which have over the years concerned themselves with improving their quality and distribution. Since the demand for advertising in Spanish is growing, the Spanish media is also likely to grow. To a large extent, advertising to Hispanics has not developed more because of the lack of consumer and media research. Here, the demand, at the present moment, is likely to exceed the supply, and the future calls for more research.

It is appropriate at this time to consider Seven General Principles of marketing to Hispanics:

1. The main difference between Hispanics and Anglos is that for us emotions come first (the emotional vis-à-vis the rational).
2. Marketing should be related to the family, groups, community, vis-à-vis the individual. The Anglo mind is more individualistic.
3. Hispanics will continue to relate to their heritage and language.
4. Communication strategies should reflect the Hispanic culture.
5. The Hispanics' buying behavior is a reflection of the environment in which they operate. It is essential to address the needs of the market.
6. Hispanics' values and lifestyles (psychographics) reflect their demographics: young, blue collar, urban, less educated, upward mobile. We are characterized by a consumption psychology: buying oriented rather than saving oriented.

7. The recognition that Spanish-speaking people are going to have a major influence in the reshaping of the City of Chicago, a city that will soon demand working knowledge of at least one foreign language from those who want to be successful in business and trade.

The advertiser who is inclined to believe that Spanish is a transitional phenomenon in this country, and that sooner or later English will dominate as has been the case with Italian, Polish, German, etc. is going to be very surprised since Hispanic-Americans are more likely than not to maintain their basic cultural characteristics including the language.

We have used these principles successfully in the development of communication plans for our clients some of which include: Jewel Food Stores, Illinois Bell, Peoples Gas, Quaker Oats, Community Renewal Society and, believe it or not, the Japanese Institute.

In summary, the growth of the Hispanic market and of its total purchasing power will determine the growth of the Spanish media locally and nationally and of the volume of advertising in Spanish. Not certain is how much of that volume of advertising will be processed by genuine Hispanic-American agencies and how professional and adequate they will be in meeting the real needs and requirements of the consumer.

In order to be effective and successful, all advertising or communications will have to be based on an acceptance of the signs of the times which clearly point to a multi-lingual society. It will have to be relevant to the market and handled through professionals. Thus the future of meaningful communications between peoples of different languages is really up to us, to our degree of dedication to quality, and to our commitment to serve our school and college students by showing them the importance of learning a foreign language and finally, to our commitment to serve our community and society at large. The major difference is that we have to do it not only in English but also in many other languages, especially En Español.

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